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ABSTRACT

Designed to provide pre- and inservice vocational education administrators with the skills necessary to evaluate staff performance, this competency-based learning module consists of an introduction and three sequential learning experiences. Each learning experience contains an overview with objectives and required and optional learning activities. The topic covered in the first learning experience is critiquing the staff evaluation system followed in two given case studies. Critiquing the performance of two administrators in given case studies in completing staff evaluation procedures is dealt with in the second learning experience. The final learning experience involves evaluating staff performance in an actual administrative situation. An administrator performance assessment form is provided. (Related competency-based vocational education administrator modules covering other skills are available separately--see note.) (YLB)

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Leadership and Training Series No. 58B-15

EVALUATE STAFF PERFORMANCE

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of Professional
Materials for Vocational Education

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FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (156) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on evaluating staff performance. Lois G. Harrington, Program Associate, assumed the major responsibility for reviewing the literature, preparing the actual manuscript, and refining the module for publication after field testing. Recognition also goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Henry C. Safnauer, Director of Occupational Education, Cayuga-Onondaga BOCES, Auburn, New York; and Edward P. Kahler, Assistant Professor, Trade and Industrial Education, University of Georgia, Athens.

Acknowledgement is given to the three official reviewers who provided critiques of the module and suggestions for its improvement: Tim L. Wentling, Associate Professor and Director, Office of Vocational Education Research, University of Illinois, Urbana; Harry Miller, Chairman/Professor, Department of Educational Leadership, Southern Illinois University, Carbondale; and Carol G. Bronk, Director of Program Development Technologies, Delaware County Community College, Media, Pennsylvania.

Credit goes to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, James Haire, George Kosbab, Patricia Lindley, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, Wayne Ramp, and Kenneth Swatt for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

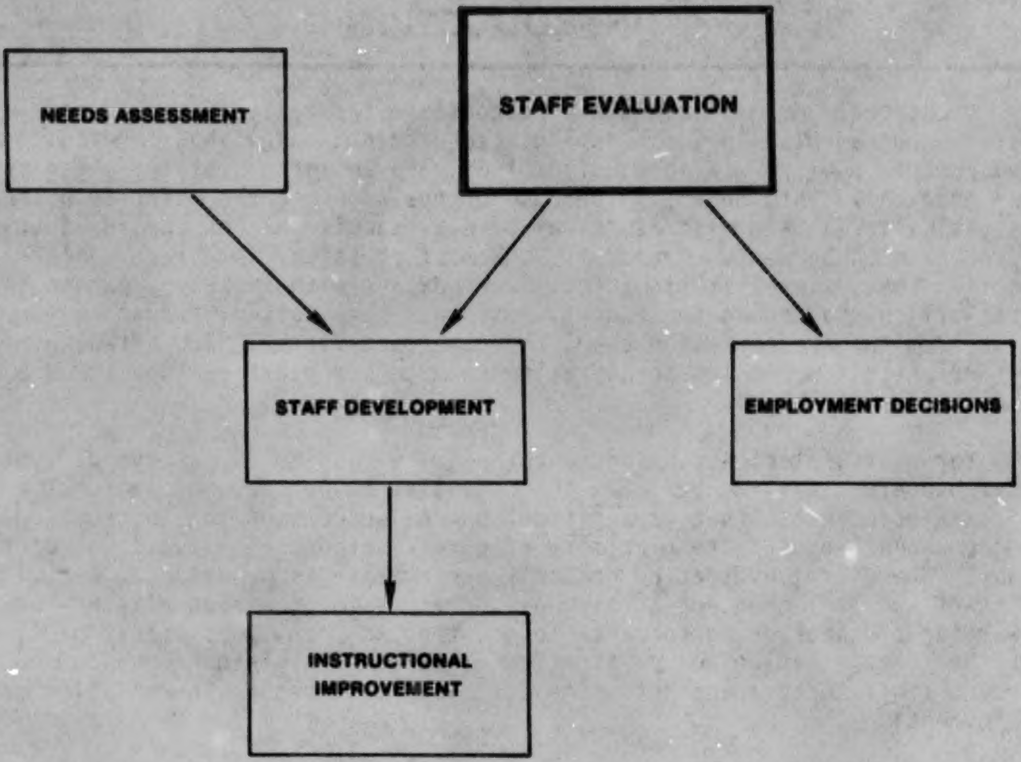
Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

Vocational administrators are responsible for a wide range of significant tasks: program planning, scheduling, recruitment, budgeting, curriculum development, public relations, discipline, and so forth. All of these tasks are important. Unfortunately, because of the amount and complexity of their responsibilities, administrators may take a reactive rather than proactive approach to management. Typically, the most pressing, immediate concern receives the administrator's attention: dealing with the angry parent in the outer office, balancing the budget, getting a levy passed, preparing for a visit from the accreditation team, and other activities. Too often, administrators' hectic schedules do not allow them to set staff evaluation as a high priority for attention.

Yet staff salaries constitute approximately 60 to 80 percent of your total budget. Staff members are the essential resources, motivational forces, and catalytic agents that are critical to the success of the instructional programs and the ultimate placement of qualified persons in various occupations. Therefore, evaluation of staff performance is mandatory. Evaluation of staff--well planned and continuous--provides for the recognition and rewarding of superior performance (e.g., through promotions, merit pay), and for the identification and elimination of less desirable performance (e.g., through staff improvement activities or, as a last resort, termination of employment).

This module is designed to help you understand the importance of staff evaluation and how it relates to staff development. It will also help you to gain the skills you need to plan and implement an effective, equitable, and defensible staff evaluation program.


NEEDS ASSESSMENT
STAFF EVALUATION
STAFF DEVELOPMENT
EMPLOYMENT DECISIONS
INSTRUCTIONAL IMPROVEMENT

THE INSTRUCTIONAL IMPROVEMENT PROCESS

Module Structure and Use

This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, evaluate staff performance. Your performance will be assessed by your resource person, using the Administrator Performance Assessment Form, pp. [illegible]-97. (Learning Experience III)

Enabling Objectives:

1. After completing the required reading, critique the staff evaluation system followed in two given case studies. (Learning Experience I)
2. After completing the required reading, critique the performance of two administrators in given case studies in implementing staff evaluation procedures. (Learning Experience II)

Prerequisites

The skills of assessing staff needs, evaluating staff performance, providing a staff development program, and improving instruction are closely related (see graph on p. 2). Staff evaluation is further related to the skills of hiring, terminating, and promoting staff. Therefore, you may wish to complete the following modules prior to, concurrent with, or after taking this module:

- Appraise the Personnel Development Needs of Vocational Teachers
- Evaluate Staff Performance
- Select School Personnel
- Manage School Personnel Affairs
- Guide the Development and Improvement of Instruction

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Acheson, Keith A., and Gall, Meredith Damien. Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications. New York, NY: Longman, 1980.
- REFERENCE: Bradley, Curtis H. "The Helping Conference in Microsupervision." Journal of Industrial Teacher Education. 12 (Fall 1974): 5-10.
- REFERENCE: Klingner, Donald E. Public Personnel Management: Contexts and Strategies. Englewood Cliffs, NJ: Prentice-Hall, 1980.
- REFERENCE: Sullivan, Cheryl Granade. Clinical Supervision: A State of the Art Review. Alexandria, VA: Association for Supervision and Curriculum Development, 1980.
- PERSONS IN A VARIETY OF ROLES WITHIN AN EDUCATIONAL INSTITUTION whom you can interview concerning their views toward evaluating staff performance.

Learning Experience II

Optional

- A VARIETY OF STAFF EVALUATION INSTRUMENTS that you can review.

Learning Experience III

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can evaluate staff performance.
- A RESOURCE PERSON to assess your competency in evaluating staff performance.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document.

> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 75 and 76 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

Learning Experience I

OVERVIEW

Enabling Objective

After completing the required reading, critique the staff evaluation system followed in two given case studies.

Activity

You will be reading the information sheet, "Constructive Staff Evaluation: The Need and the Reality," pp. 9-21.

Optional Activity

You may wish to read one or more of the supplementary references: Acheson and Gall, *Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications*; Bradley, "The Helping Conference in Microsupervision," *Journal of Industrial Teacher Education*; Klingner, *Public Personnel Management: Contexts and Strategies*; and/or Sullivan, *Clinical Supervision: A State of the Art Review*.

Optional Activity

You may wish to interview persons in a variety of roles within a single institution/district to determine their views toward staff evaluation as it is conducted in their institution/district.

continued

Activity

You will be reading the "Case Studies," pp. 23-26, and critiquing the staff evaluation processes described.

Feedback

You will be evaluating your competency in critiquing the staff evaluation processes followed by comparing your completed critiques with the "Model Critiques," pp. 27-30.

Activity

For information about the broad picture of evaluating staff performance--what it is, why it is important, who evaluates what and how--read the following information sheet.

CONSTRUCTIVE STAFF EVALUATION: THE NEED AND THE REALITY

All employers are concerned about how their employees perform. They want and require high-quality performance for the salaries they pay. The insurance company can measure this quality by monitoring the accuracy of the paperwork a salesperson completes, by the number of new policies, by the number of continuing policies. The tool and die company can measure the performance of its machinists by using criteria such as number of "widgets" produced, in a certain amount of time, to certain standards. Yet the community--represented by an educational governing board--has a much more difficult and sometimes controversial task to perform in trying to evaluate its school employees: administrators, supervisory staff, teaching staff, professional and nonprofessional support staff. What makes a good administrator, a good teacher, a good counselor?

Education involves individual people (administrators, instructors, students) with individual differences. The administrator who successfully motivates one teacher can have a personality conflict with another teacher. The teacher whose teaching style is perfect for one student's learning style can alienate another student with that same style. The student who sits passively in a class for a year, seemingly unimpressed and uninvolved, can tell the teacher ten years later that that class made a critical difference in his/her life. There is no scientific, hard-and-fast, mutually agreed upon set of measurement criteria. There are few instant, observable, quantifiable results forthcoming.

Yet evaluate we must, for several important reasons:

- The public has a right to expect and demand accountability of its public employees.
- Through evaluation, valuable information can be gained for improving the instructional process.
- Personnel decisions, including tenure, promotions, and dismissals, must be made on a fair and defensible basis.

At present, this responsibility for evaluation generally falls to the administrator. It will be your job as an administrator to evaluate (or help evaluate) the members of your staff in accordance with existing guidelines. In order to do this, you will first need to find answers to these sometimes controversial questions:[1]

- Should the process be regulatory or developmental?
- Why is it necessary and important to evaluate staff?
- Who should be evaluated?
- Who should plan and conduct the evaluation?
- What is to be evaluated? (What constitutes effective performance? Should evaluation be process-oriented or product-oriented? Should evaluation of instructional performance be separate from an employee's willingness to comply with organizational policies and procedures?)
- How should the evaluation be conducted? How often should it occur?

It is, perhaps, unfortunate that such controversy exists. We may create (as in several of the questions above) "either/or" situations when, in fact, the solution may lie logically in a combination of the two options. We will be considering this possibility and addressing these questions in the remainder of this information sheet.

Relationship to Staff Development

Most of the previous questions can be better understood within the context of the relationship between (1) evaluation of staff for the purpose of making employment--continuation, termination--decisions, and (2) appraisal of staff needs for staff development purposes. There are a number of legitimate reasons for separating these functions, yet such a separation is, to a certain extent, artificial.

For staff development to be accepted and meaningful, it must be based, at least partly, on the felt needs of staff; and the determination of these needs must be accomplished, with staff input, in a nonthreatening manner. If staff feel that expressing a need can be used administratively ("this teacher is weak--doesn't measure up; he/she even admits it") to make employment decisions, staff will probably be reluctant to cooperate.

Consequently, attempts are frequently made to keep the two functions separate; an administrator performs the accountability assessment, and a staff development coordinator performs the professional needs assessment. The staff development coordinator is frequently not permitted to share any information about the teachers' level of performance with the "evaluation" administrator. When the same person is responsible for both types of evaluation, it is widely believed that that person's effectiveness in assessing professional growth needs is reduced.

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[1] Adapted from Arthur Shaw, "Improving Instruction Through Evaluation: One Teacher's View," Action in Teacher Education, 2 (Winter 1979-80): 2-4.

Keeping the functions separate has, however, often led to a situation in which staff evaluation is perceived to be only for employment purposes, with little opportunity for staff input and little likelihood that staff will receive feedback. The heavy demands on an administrator's time have tended to reinforce this limited view of evaluation. It's easy to find teachers who, during their first year of teaching, were observed once for one class period, who had no warning that they would be observed, and who received little feedback concerning the results of the evaluation. To prevent this, many union and nonunion teacher contracts today specify the general procedures that must be followed in evaluating teacher performance.

Why Evaluate?

In fact, evaluation of staff should be both a regulatory (for making employment decisions) and developmental (for staff improvement purposes) process. The ultimate goal of instructional activities is to provide students with a high-quality education. Most tax dollars go toward staff salaries. Superior schools and colleges, to a large extent, are created by having superior staff. Thus, ensuring that staff are of high quality is a key concern.

Obviously, improving the performance of a staff member, or terminating the services of a poor performer who can't or won't improve, accomplishes the same purpose. The prudent administrator, however, will quickly discover that the investment of time in improving staff is much more rewarding--personally and programmatically--than shuffling personnel through a revolving quality-control door.

On a pragmatic level, you should evaluate staff for employment purposes because you need a rational basis for making the following types of decisions:

- Promotions
- Pay levels (in proprietary schools, for example)
- Need to terminate
- Whom to appoint to a committee
- Whom to transfer
- Whom to award tenure
- Whom to place in what position

In addition, you need a legal basis for justifying these decisions. In order to protect staff from arbitrary dismissal or discriminatory treatment, laws have been established. Furthermore, professional organizations and unions frequently provide financial, legal, and moral support to staff in fighting unfair or questionable employment practices. If an employee does decide to fight your decision in the courts, the burden is on you to provide proof that your decision was justified. You can only do so if you have (1) conducted regular evaluations, (2) conducted them legally and fairly (i.e., in compliance with staff contracts, state and federal laws), (3) provided the staff member with feedback, (4) given him/her a fair chance to rectify any problems, and (5) thoroughly documented the process.

The need to terminate a staff member is not always based on incompetence. Unfortunately, decreasing enrollments are causing some institutions to cut back on staff. Failure of citizens to pass bond levies causes programmatic, and thus staff, cutbacks. If you want to retain the best possible staff, you must have hard evidence of each individual's competency and potential. When cutbacks have to be made, seniority will also play an important role in determining who is released in public institutions.

There are reasons other than legal mandate why you should evaluate staff performance. You should constantly remember that there is a responsibility to continuously let staff know how they are performing. This can, and usually does, consist of suggested or directed changes, but it should also consist of liberal amounts of praise and the conveyance of a "together we stand" attitude. The need to praise cannot and should not be minimized. Research tells us that rewarded behavior is very likely to be repeated. If you, as an administrator, witness positive growth, mature decision making, initiative, outstanding performance, or other positive qualities, you need to provide recognition of these qualities in a significant way. Recognition of a job well done can encourage further staff growth, improve programs, strengthen staff morale, and produce an enriched educational environment.

Who, What, When, and How?

Who Is Evaluated?

A good institutional staff evaluation program provides for the evaluation of every staff member. Secretarial, custodial, cafeteria and transportation employees, as well as professional employees, must be included. Although state and federal regulations have encouraged and provided for the regular evaluation of professional employees, often nonprofessional (noninstructional) employee evaluations are ignored. Even worse, frequently the only time a nonprofessional staff member's performance is evaluated is when the administrator wishes to collect enough information to terminate the employee. Yet, all staff contribute to the smooth and effective operation of an educational institution, and consequently, all staff--including administrators--need feedback on performance, positive reinforcement for good performance, and opportunities to improve poor performance. And the administrator needs objective evidence concerning each employee's level of performance in order to make rational employment decisions.

Included also in any staff evaluation plan should be part-time staff. At the adult education and postsecondary levels, part-timers are being used more and more frequently because (1) they provide special expertise, and (2) their use provides for flexibility in staffing. However, because they are considered to be only temporary employees, and because they can be terminated simply by failing to renew a contract, they are frequently not evaluated, or not evaluated to the same extent as full-time employees. This situation should not be tolerated. If you believe that evaluation leads to improvement, and if you want to improve the performance of part-time staff, then it follows that you should evaluate part-timers.

Who Evaluates?

In order to get a valid, comprehensive, and objective view of teacher performance, a variety of techniques should be used: administrator observation, peer opinion, student opinion, student learning data, self-evaluation. Any one source by itself is inadequate. Unfortunately, in the press of other duties, time is not always "available" for such things. In addition, since such feedback can be very threatening, and not always objective, it has been opposed.

For instance, the teacher who believes in strict discipline may rate the teacher who believes in a more unstructured classroom as being poor in all areas, regardless of the reality of the situation. The students who resent being required to work hard may give a teacher low ratings despite the vast amount of learning they are acquiring. The administrator may observe only one or two classes, which the teacher may have prepared explicitly to "look good," or which were atypical of the normal classes conducted, or during which students behaved in a constrained way only because there was an observer. Self-evaluations can be limited in their objectivity; one tends to rate oneself far too harshly or far too leniently. And, even student learning data has limitations: Learning based on what standards? Are the teacher's objectives too low? Too high? Is learning always immediate? Yet, taken together, data from all these sources can provide a fairly accurate performance picture.

Unfortunately, evaluation rarely involves the use of all these available techniques. Typically, the secondary principal, vice-principal, vocational director, supervisor, or department head conducts the evaluation through one or more class observations. At the postsecondary level, this role is fulfilled by a department chairperson, vice-president of academic affairs, or dean of instruction. Employment decisions such as promotions are frequently made by a promotion committee based on "paper" evidence compiled by the applicant: evidence of course work completed, materials developed, contributions made to the profession, and offices held in professional organizations. In other words, easily observable and quantifiable contributions, indirectly related to the teaching/learning process, are used for evaluation purposes. Promotion constitutes a reward for being a good employee--a good professional--but may have little relationship to being skilled at causing students to learn.

As instructional staff become more and more determined to be a professional, self-regulating body, the committee approach to evaluation is more frequently advocated. Consisting of peers, supervisors, administrators, teacher trainers, and so on, such a committee can increase the likelihood that instructors will accept the evaluation findings and feel more in control of their own destinies. However, a committee of "opinions" still does not an objective evaluation make. As many sources of information as possible must be tapped.

The same holds true for the evaluation of noninstructional staff. For evaluation to be meaningful and defensible, multiple techniques should be used. Although the prime evaluation responsibility may rest with a particular district supervisor (e.g., of transportation) or director of support services, the persons served and other administrators should have an opportunity to provide feedback concerning the performance of persons hired to provide support services.

What Is Evaluated?

How do you determine if an individual is performing effectively? Against what standards do you measure performance? Effective performance is largely determined by preset criteria representing expectations for job performance. These criteria may consist of written job descriptions, administrative guidelines, board-adopted regulations, state or federal guidelines/mandates, civil service guidelines, and contractual agreements negotiated between labor and management groups. The what of evaluation really comes down to an analysis of job responsibilities. These responsibilities obviously vary somewhat depending on the employment category to which a person is assigned, but basically two broad skill areas are involved: technical performance and willingness to comply with organizational policies and procedures. Technical performance means that, for example, the following conditions must be met:

- The principal or dean must be skilled in educational administration.
- The instructor must be competent in occupational skills (e.g., automotives), teaching skills (e.g., writing behavioral objectives), and general educational skills (e.g., reading, writing, and arithmetic).
- The secretary must possess general office management, typing, clerical, communication, and interpersonal skills.
- The janitor must possess good cleaning skills.

The compliance of staff with organizational policies and procedures is determined by evaluating such aspects of employee performance as the following:

- Punctuality/attendance
- Adherence to rules
- Cooperation
- Initiative
- Self-direction
- Willingness to contribute
- Responsible handling of noninstructional duties
- Agreement with the educational philosophy and goals of the institution

There is, of course, something to be said for variety. It is certainly not possible, nor desirable, to expect all staff to mesh 100 percent with the organization. That would be dull, colorless, and static. But too much variation from the norm can cause an unhealthy amount of disunity and discord. Some path between uniformity and anarchy is desirable.

The essence of evaluation is to develop a system whereby the qualities and characteristics that are expected of each employee are delineated and, in fact, communicated to the employees. Ambiguity should have no place in a work setting; it will only foster frustration on the part of both the evaluatee and the evaluator. Each party must know what constitutes expected behavior and job performance before an effective, improvement-oriented relationship can be developed.

When Does Evaluation Occur?

The exact time cycle of evaluation might vary from one personnel category to another, but evaluation should, in general, be continuous. The time cycle will be affected by such considerations as how long the individual has been employed, personnel category, and how well he or she "measured up" on previous evaluations. The new employee probably needs to be evaluated more frequently than an employee of ten years. A teacher may need to be evaluated more frequently than a janitor whose skills are more technical and more readily observable. Deciding if learning is taking place is far more complicated and elusive than determining if the floor has been properly waxed and buffed. And, the employee experiencing difficulty may need more frequent evaluations, feedback, support, and encouragement than the more highly skilled employee.

But, there is a minimum frequency with which evaluations should occur. Teacher contract requirements usually constitute minimum standards. These generally call for specific evaluation activities in the case of new or probationary staff members, while diminishing the attention paid to tenured or permanently employed staff. The desirability and value of this practice is suspect. However, the practice is perpetuated because most administrators feel they cannot manage the time commitment involved in conducting more staff evaluations.

The argument against parity in the frequency of evaluations generally focuses on the "fact" that permanent staff have a clear understanding of their duties and responsibilities, have displayed positive work habits, and therefore, do not require the level of supervision required of first-year, nontenured, or probationary staff. To counter such arguments, one might raise the question, "What staff members ever reach the top of their full capabilities--their potential; and how can they be motivated to improve--to move toward their potential--if monitoring devices are seldom or infrequently employed?"

How Does Evaluation Occur?

Evaluations of staff should occur *according to a plan*, systematically. This plan should include answers to all the "who, what, when, and how" questions. It must also be workable in light of "existing conditions," which include all of those factors outside the administrator's immediate control (e.g., contract provisions, laws and regulations, or past practices). These existing conditions should *not* be used as an excuse for not conducting evaluations, however. There is *no* excuse for not evaluating every employee's performance on a regular basis. Rather, the administrator should be cognizant of existing conditions when developing the evaluation plan and should develop the plan to meet, accommodate, or anticipate these conditions. For example, a contract provision requiring the "evaluation of all provisional employees at least twice a year" should be an integral part of the evaluation plan. On the other hand, a ruling by the state department that "seniority can be the only criterion used when furloughing teachers due to decreased student enrollment" should not be construed by the administrator as a ruling forbidding or discouraging regular personnel evaluations.

Any conditions imposed on the evaluation plan should be dealt with as effectively and efficiently as possible to minimize any negative impact they may have on the evaluation process. This point is particularly important to new vocational education administrators who, by the very nature of their employment responsibility, must reconcile their ideological training with the reality of their employment situation, e.g., the policies and procedures previously developed by the employing institution and its employees. You can avoid minor conflicts and frustration by accepting this "institutional reality" and then applying personal creativity to the task of improving the system and ironing out problems wherever possible.

What conditions and constraints are the most dominant? Three major areas are usually involved:

- Organizational contracts relating to evaluation-process guidelines
- Organizational rules as established either by the board or administrative policy
- Administrative time management

Organizational contracts. One type of contract is the local union or teacher association contract. Such a contract generally includes statements regarding the general philosophy and purposes of the evaluation process to be used (usually referring to it in terms of employee improvement) and a short description of the format and frequency for the process. The format may include such items as (1) required prior notification of an intended classroom or laboratory observation, (2) required pre- and postobservation meetings between the evaluator and evaluatee, and (3) required methods for maintaining and disseminating evaluation results. Standard practice allows for the following:

- The incorporation of both evaluator and evaluatee comments on the evaluation form

- An affirmation signature by both parties indicating that they have discussed the observation (this signature does not necessarily mean that they agree with the conclusions, however)
- A mechanism for providing a copy of the evaluation for the permanent personnel file and a copy to the individual who was evaluated

The frequency of evaluation varies by agency; however, it is fair to say that contractual statements usually provide for employee evaluation, on a formal basis, at least once annually, with the immediate supervisor serving as evaluator. Some statements may also be included that distinguish between the evaluation procedures to be used for tenured and probationary employees. An example of a contractual guideline is shown in sample 1.

Organizational policy. Whereas contractual guidelines specifically relate to the logistical aspects of the evaluation scheme, organizational policy both expands on the process and, usually, suggests or specifies the tools and precise mechanism for implementing an employee evaluation system. Such specifications should include the instrument(s) to be used and the step-by-step procedures to be followed, sometimes incorporating time lines. All this effort is designed to ensure that the institution complies with the required employee rights with regard to continuation, transfer, termination, or promotion.

The conditions and constraints inherent within organizational policy most often relate to laws, court decisions, hearings, and arbitration findings. If organizational guidelines do not exist, or if they are of a very general nature, it is imperative that you investigate the law to ensure that you do not violate the constitutional rights of any employee. This is particularly essential in cases in which employee dismissal may be necessary.

The evaluation, and subsequent dismissal, of staff has been such a major issue in all of education that the American Association of School Administrators (AASA) published a critical-issues report that gives suggestions to school administrators who are faced with evaluation and dismissal problems.[2] The AASA enumerates ten reasons--as provided by legal experts--why schools lose staff dismissal cases:

- Schools do not follow the law.
- Schools do not document their cases.
- Top administrators fail to adequately prepare their administrative staffs with an understanding of the law.
- The policy that the staff member supposedly violated did not exist in writing.

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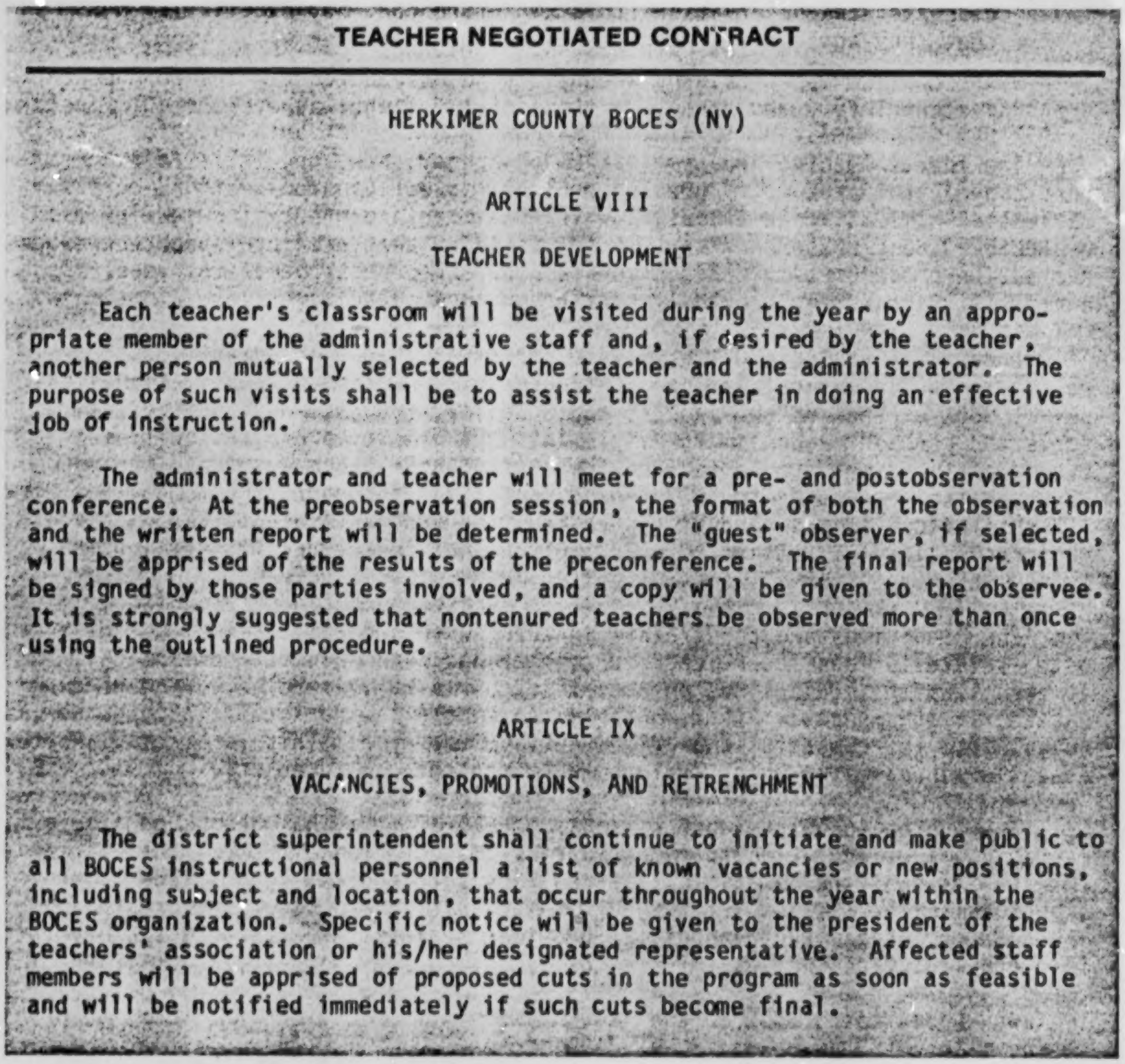
[2] SAANYS News and Notes, 8 (December 1979): 3. [School Administrators Association of New York State]

SAMPLE 1



TEACHER NEGOTIATED CONTRACT

HERKIMER COUNTY BOCES (NY)

ARTICLE VIII

TEACHER DEVELOPMENT

Each teacher's classroom will be visited during the year by an appropriate member of the administrative staff and, if desired by the teacher, another person mutually selected by the teacher and the administrator. The purpose of such visits shall be to assist the teacher in doing an effective job of instruction.

The administrator and teacher will meet for a pre- and postobservation conference. At the preobservation session, the format of both the observation and the written report will be determined. The "guest" observer, if selected, will be apprised of the results of the preconference. The final report will be signed by those parties involved, and a copy will be given to the observee. It is strongly suggested that nontenured teachers be observed more than once using the outlined procedure.

ARTICLE IX

VACANCIES, PROMOTIONS, AND RETRENCHMENT

The district superintendent shall continue to initiate and make public to all BOCES instructional personnel a list of known vacancies or new positions, including subject and location, that occur throughout the year within the BOCES organization. Specific notice will be given to the president of the teachers' association or his/her designated representative. Affected staff members will be apprised of proposed cuts in the program as soon as feasible and will be notified immediately if such cuts become final.

- Schools are not always able to establish a case even though the case is there.
- Administrators are not tough enough in evaluating staff.
- Boards overreact and "go off half-cocked" without coolly analyzing the strength of their cases.
- Schools get poor legal advice.
- Schools act as if the cases are cut and dry.

The report states that the principal plays a crucial role in the evaluation of teachers but is often poorly prepared and seldom supported in this role. Many decisions regarding employee terminations made by superintendents, however, are based on evaluations made by principals. An attorney interviewed for the report said, "The problem of dismissing incompetent staff ends up with the principals." He added that "evaluations often do not stand up to a hearing; there is a great need for documentation."

It should be noted that poor preparation is not the only reason that administrators sometimes are not "tough enough in evaluating staff." Some inadequate teachers are mistakenly kept on after a "poor" first year because the same administrator does both the hiring and the firing. In such cases, the administrator may feel that giving a poor evaluation to a teacher he/she hired reflects negatively on the initial hiring decision. Thus, he/she may evaluate the teacher "kindly" in order to avoid admitting that a hiring error was made.

In addition to providing a good (objective, reliable, valid) evaluation system, boards and administrators--whether at the secondary or postsecondary level--must understand due process requirements in dismissing teachers. There are two kinds of due process: procedural and substantive. Procedural due process refers to an individual's right to a notice of deficiency and a hearing. Substantive due process refers to the fairness of the laws or regulations. There are ten aspects of procedural due process of which you, the administrator, should be aware:

- Right to advanced notice of hearing
- Right to counsel
- Right to judgment by an impartial tribunal
- Right to avoid self-incrimination
- Right to present evidence
- Right to cross-examination
- Right to summon witnesses on one's own behalf
- Right to necessary degree of proof of guilt
- Right to receive a copy of the hearing report
- Right of appeal

In developing a dismissal case, you will need to be sure that the evidence is specific in nature, extensive in scope, and recorded. Charges should be clear, factual, and complete.

Although the AASA report specifically addresses the adequacy of professional teaching staff evaluations, similar examples of due process application can also be found in cases involving civil service employees and others who serve in vocational/technical institutions in noninstructional capacities.

Time management. The third category of conditions and constraints that affect the staff evaluation process is that of the time management techniques practiced by vocational education administrators. Most administrators believe that good employees are the mainstay of the institution. Yet, due to their normally busy schedules, most seem unable to spend the time that they feel is necessary to assist their staff in becoming good employees. As a consequence, they (1) place their emphasis on providing a good staff selection process, (2) try to provide adequate budgetary support, and (3) spend the bulk of their time on logistical management and discipline problems, and in shuffling the ever-increasing volumes of paperwork required. "New teachers either have it or they don't" becomes the ruling philosophy--one resulting from a failure to establish clear priorities. Clearly, however, many of the issues related to due process would not be "problems" if administrators elevated their commitment to staff evaluation and improvement.

Philosophically Speaking

In the purest sense, then, evaluation should be a systematic, planned, two-way process between the evaluator and the evaluatee. The evaluatee is observed by the evaluator, and dialogue--relating this observed performance to organizational expectations--is established. This dialogue not only serves to let the employee know how well his/her job tasks are being performed (as perceived by the evaluator), it also gives the employee a chance to communicate his/her needs and concerns. As an administrator who is performing an evaluation function, you need to encourage employee input and incorporate staff views, particularly when administrative decisions may affect work expectations. You should assume an accepting and clarifying role in this process, and both parties should feel that they have had ample opportunity to state their positions on work-related matters. Both the evaluatee and the evaluator should gain professionally by this mutual sharing experience.

We know, however, that the purest form of evaluation is not always easy to foster, and that the ideal of a "nonthreatening, open-discussion environment" is always colored by thoughts concerning job security. Consequently, your role as administrator/evaluator is to attempt to establish a climate whereby the purest form of staff evaluation is, in fact, accepted as the status quo by the employees under your supervision. Only when such a climate is established will the staff feel secure enough to confide openly and resist the temptation to become defensive regarding the content and results of evaluation. Employment decisions must still be made. However, if staff feel that such decisions are a secondary concern, then the ascribed goals for achieving personal employee growth, and identifying common concerns for the purpose of establishing staff development activities, can be accomplished.

Optional Activity

In order to learn more about clinical supervision and techniques for creating a nonthreatening climate, which are the basis for developing a productive evaluation climate, you may wish to read one or more of the following supplementary references:

- Acheson and Gall, Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications--Chapters in this book cover (1) the nature of clinical supervision, (2) clinical supervision and effective teaching, (3) the planning conference, (4) the feedback conference, (5) direct and indirect styles of supervision, (6) the technique of selective verbatim, (7) observational records based on seating charts, (8) wide-lens techniques, (9) checklists and time-line coding, (10) studies of clinical supervision, and (11) questions about clinical supervision.
- Bradley, "The Helping Conference in Microsupervision," Journal of Industrial Teacher Education--This short article explains the rationale for, definition of, and application of the helping conference as a tool in microsupervision.
- Klingner, Public Personnel Management: Contexts and Strategies--This book discusses how one can ensure that everything possible has been done to help employees succeed on the job, while at the same time developing and maintaining an adequate system for resolving employee grievances arising from disciplinary actions taken against them because of poor performance or violation of agency rules. Included are the factors to examine in ensuring fair employee treatment, methods of counseling unproductive employees, and what to do if counseling fails.
- Sullivan, Clinical Supervision: A State of the Art Review--According to this book, clinical supervision is a specific supervisory approach capable of serving as a method of educational improvement; it is a field-based approach to instructional supervision. Chapters in this book cover (1) clinical supervision, (2) the design of clinical supervision, (3) testing clinical supervision, (4) strengths and weaknesses of clinical supervision, and (5) implications for the future.

Optional Activity

In order to become more aware of the way people feel about staff evaluation, you may want to do some investigative reporting. Arrange through your resource person to visit, within a single institution or district, persons in a variety of roles:

- Administrator with responsibility for staff evaluation
- First-year teacher
- Experienced teacher
- Supervisor/department head
- Union/professional organization representative
- Noninstructional/support staff members

Maintaining a very neutral, nonjudgmental attitude on your part, ask each of these people questions about staff evaluation in their institution/district, e.g.:

- How is the staff evaluation conducted? How often?
- How effective is the process?
- Do staff development activities, either group or individual, grow out of these evaluations?

Compare the responses you receive. What have you discovered? What implications does this have for your responsibilities as a staff evaluator? You may wish to prepare a written or oral report on your findings to share with your peers or resource person.

Activity

The following "Case Studies" describe how two vocational education administrators conducted staff evaluations. Read each situation and critique in writing the evaluation procedures used: What is the problem? What seems to be causing it? What additional information do you need to know? How could the problem be resolved?

CASE STUDIES

Case Study 1:

Susan is a data processing teacher in the Area Occupational Education Center. She does an excellent job in the classroom, willingly accepting all students that enroll in her course. Susan's class is always "alive with action," and students seem to be caught up in her program even though they may have entered with only a lukewarm attitude. Student progress is evident. Susan's placement rate for graduates is above average.

Instructionally, an outside observer might think that Susan would be considered an exemplary employee. In actuality, just the opposite is true. The vocational education administrator views Susan as a prima donna. Certainly, she is good in the classroom, but in every other sense she is considered unsatisfactory. Susan is vice-president of the local teacher's union and is actively involved in grievance and contract negotiations. She works strictly to the clock and thinks that any extra-time participation in faculty meetings, staff development activities, or promotional events is "administrative harassment." Susan is vocal in her disdain for being forced to volunteer her personal time to these "unimportant ventures." She avoids involvement whenever an excuse is available.

The vocational education administrator has discussed Susan's conduct with her on numerous occasions. He has expressed his concern over what he feels are her negative attitudes and has attempted to explain why he feels these activities warrant her support. Susan has also been informed that organizational expectations, for her, include involvement in professional activities other than direct classroom instruction. Her last evaluation meeting ended on a note of mutual frustration. The vocational education administrator issued the following ultimatum: "Either you participate in the next extra-time staff development activity or you can look for another job! The choice is yours."

Case Study 2:

The setting is Julius County Junior College. A complete staff evaluation program has been developed and approved by both the employees and the board. The evaluation program provides for the assessment of all personnel for staff development purposes. Evaluations for employment decisions are conducted by members of the school administration. In like manner, members of the administration are evaluated by a committee representing the board.

Evaluations related to employment decisions are conducted throughout the calendar year at specified times as required by the particular position. Evaluations for new and/or probationary employees are conducted more frequently than evaluations for permanent employees. Evaluation follow-up conferences are held with each employee, and appropriate employment decisions are made accordingly.

Jerome Tacossee applied for a secretarial position with the Julius County Junior College. During the employment interview, it was determined that Jerry had not mastered the use of the dictating machine, a skill that is essential to long-term success in the position. The administration, being very pleased with Jerry's other qualifications, decided to recommend to the board that he be appointed to the secretarial position provided that he engage in training to develop the needed skills. It was determined that Jerry would be hired on a probationary status and that this status would remain in effect until he achieved mastery of the dictating machine skills; the probationary status requires an evaluation every three months. Jerry was pleased with the agreement, accepted the position, and began his new job.

The administration arranged for Jerry's on-the-job training by asking one of the experienced secretaries to teach Jerry how to use the dictating machine. At the first three-month evaluation conference, it was determined that Jerry had made little or no progress in mastering dictating machine skills; the on-the-job training just wasn't working out. The college administration decided to give Jerry an opportunity to attend night classes at the college. Through these night classes, he could develop the dictating machine skills. Jerry agreed and began the night classes.

During the next three-month period, the administration learned, through informal conversations with Jerry's night school teacher, that Jerry was making minimal progress due to excessive absences from school and an apparent lack of interest. At the subsequent three-month evaluation conference, it was determined that Jerry's dictating machine skills showed little improvement. Based on this information Jerry's employment was terminated.

Feedback

Compare your completed written critiques of the "Case Studies" with the "Model Critiques" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

Case Study 1:

The problem at this point is a definite conflict between Susan and the administrator, to the point where an ultimatum has been issued.

There are probably a multitude of possible causes, and some of these are related to the additional information required. One cause of this conflict is that Susan and the administrator differ drastically in how they define acceptable, desirable professional teaching behavior. The key question here is not who is right, but rather whether the institution has taken the time to commit to writing a statement of expected behavior. Did Susan know in advance that extra-time activities are required? Are they, in fact, required? Given that the teacher's union is active in this district, extra-time activities may have to be agreed to by contract. If Susan is behaving based on the terms of her contract, no wonder she is being "stubborn" in her refusal to comply--and the administrator is delivering a hollow ultimatum that he will be unable to enforce.

Which leads us to a second possible cause: lack of stated standards. We know Susan is being evaluated and warned about her unsatisfactory behavior, but how is she being evaluated? Is there an evaluation form with stated criteria covering all aspects of her job, both teaching skills and organizational expectations? Has Susan seen it? Has she been observed in a variety of situations? Based on what we know, it is more likely that the administrator is not conducting a systematic, comprehensive evaluation of Susan or considering her total performance. He perceives she has a problem--she doesn't show up for extra-time activities and is vocal in her disdain for them--so he warns her about it periodically.

This latter point--the warning--is the crux of the problem. This administrator is creating an evaluation climate that can only be nonproductive. He is holding Susan in an adversary position, rather than trying to develop a situation in which all staff are viewed as professionals working toward common goals. An impression of open dialogue and a helping/sharing attitude toward problem solving--an open and sharing environment--do not seem to be present. The administrator, by warning, threatening, and delivering ultimatums, seems to be seeking control, trying to show her who's "in charge."

Finally, the administrator cannot hope to involve Susan in staff development using his present methods. He never clarifies why this involvement is important; he simply puts her in a win/lose situation. Both staff evaluation and staff development are designed to foster growth and change. They are compatible partners that, when working together, can improve employee performance and organizational caliber. They should not be pitted against one another. We are told that she is an excellent classroom teacher. Does she, then, need the specific staff development activities that have been offered? She might be more than willing to participate in activities designed for her particular felt needs. There is seemingly no sense of concern on his part for her improvement; he merely seems to want her to comply, to "toe the line" as he defines it.

The problem could be resolved if the administrator would reconsider his present stance. He needs to promote a healthier working environment. Before he can convince staff that evaluation is a tool for professional improvement, he needs to believe that himself. This administrator could take the following steps at this point to attempt to improve the problem situation:

- Review current materials/resources concerning the elements of good staff evaluation processes.
- Rethink his philosophy of staff evaluation and his role in it.
- Review and revise any existing evaluation procedures based on his revised philosophy and based on realities of staff contracts.
- Meet with staff to communicate to them what the staff evaluation process will involve and what the major intent of evaluation is, i.e., staff improvement.
- Solicit staff involvement, input, and support.

Strong control is not needed in order to get employees to work on various dimensions of professional and program improvement. Helping staff identify their professional needs and facilitating their involvement in relevant improvement activities are more likely to result in staff enrichment. By working on his own attitude and involving staff in future evaluation efforts (perhaps "converting" Susan by sincerely trying to understand her views and take them into consideration), this administrator might be able to improve staff morale and performance, and to work constructively with an excellent teacher and potentially valuable employee: Susan. Susan is obviously zealous in her pursuit of her goals; imagine what could be accomplished if her goals and those of the administrator could be aligned.

Case Study 2:

The problem is that, after a six-month investment of time and resources, the institution is again without a secretary. And, technically, this should not have occurred. The evaluation system on the whole seems strong. Using this system, Jerry's skill deficiency was immediately identified and sensible steps were taken to eliminate this deficiency. Jerry was given every chance to succeed. When the first training method did not bring about the desired results, a second method was tried. When Jerry had not succeeded after the initial 90-day trial period, he was given a second 90-day period to make the grade. All in all, given the relative simplicity of operating a dictating machine, there is no reason why Jerry should not have mastered it in the time allotted.

Perhaps he should not have been hired in the first place, because he did not possess all the basic skills required for the job. But it is seldom that one finds a prospective employee who fits the bill exactly. One expects to do a certain amount of on-the-job training, if only to familiarize a skilled employee with "the way things are done in this institution." Furthermore, there are other reasons for hiring someone who lacks only one skill. Perhaps Jerry was one of their own graduates. Perhaps he was the best candidate among the applicants. These are sufficient reasons to have hired him under the circumstances.

If there is a weakness in the evaluation system, it may be in the procedures followed after each of the training decisions was made. As far as we know, Jerry's lack of progress was discovered only at the end of each three-month period. What was going on during those periods? The only evaluative technique used that we are aware of is "informal conversations." Were any evaluative criteria for use of the dictating machine established and applied in Jerry's case?

The point is that there is almost something a little strange about Jerry's failure to master the dictating machine. Perhaps he had no intention of mastering it. He may find it boring to sit and transcribe material from tape. Consequently, he may have avoided the help of the experienced secretary assigned to train him, and we know he didn't attend the classes. Or perhaps he knows how to operate the machine but lacks skills in English. He may have difficulty with spelling the words he hears. By remaining "untrained" he may be avoiding a potentially embarrassing situation. But we don't know why he failed nor, from what we are told, does the administrator. This is a fault of the evaluation system.

An experienced secretary was assigned to train Jerry. She could easily have been provided with a performance checklist to use in evaluating his progress periodically. If, after a reasonable length of time, Jerry's progress was not adequate, she could have alerted the administrator to this problem. At that point, a structured conference could have been held to determine why he wasn't making progress. The provision of a second training method seems generous, but it really isn't if it is not the appropriate second method.

In short, more attention could have been paid to the use of formal evaluation devices and to the notion of evaluation as a continuous function. On the other hand, finding an administrator who believes in staff evaluation for the purpose of both staff development and for making employment decisions--and who acts according to those beliefs--should be commended. With a basis like that to work from, it is likely that the administrator will identify the flaws in the system and eliminate them.

Level of Performance: Your completed written critiques should have covered the same major points as the "Model Critiques." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Constructive Staff Evaluation: The Need and the Reality," pp. 9-21, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

Enabling Objective

After completing the required reading, critique the performance of two administrators in given case studies in implementing staff evaluation procedures.

Activity

You will be reading the information sheet, "Implementing a Plan for Constructive Staff Evaluation," pp. 33-80.

Optional Activity

You may wish to locate and review a variety of staff evaluation instruments.

Activity

You will be reading the "Case Studies," pp. 81-88, and critiquing the performance of the administrators described.

Feedback

You will be evaluating your competency in critiquing the administrators' performance in implementing staff evaluation procedures by comparing your completed critiques with the "Model Critiques," pp. 89-92.

Activity For information about the steps and procedures involved in developing and implementing a plan for constructive staff evaluation, read the following information sheet.

DEVELOPING AND IMPLEMENTING A PLAN FOR CONSTRUCTIVE STAFF EVALUATION

The aspiring or practicing vocational education administrator is responsible--or, in today's parlance, accountable--for the satisfactory work performance of assigned staff. Given this need for accountability, the administrator must develop a plan from which employment determinations can be made, and which promotes staff growth as well.

The amount of development required varies. The new administrator may find that an evaluation plan is already established for his/her institution/district. On the other hand, a formal, written plan structuring the total process may not exist. Evaluation may have been conducted, using some standard instrument, simply to meet the minimum requirements. In either of these cases, the administrator has a job to do. Just because an evaluation plan exists does not mean that that plan is good, or up to date, or reflective of the latest, best thinking concerning evaluation. Any existing plan should be reviewed carefully. If improvements can be made, the administrator should attempt--through channels, over time--to have these improvements incorporated into the plan.

Thus far, we have been discussing development of an evaluation plan by persons at the administrative level. However, if the plan is to be functional, it must be acceptable to all parties involved. The simplest way to accomplish this is to involve representatives from each personnel category in the planning. The level of involvement can vary. The administrator could, for example, prepare the plan initially and then involve staff in reviewing and refining that plan. Or, the administrator could appoint a representative committee of staff to develop such a plan; the administrator then becomes the reviewer, reactor, and refiner of the plan. The key issue here is that staff are, at some point, genuinely and actively involved in determining how they are to be evaluated. As a consequence, staff should find the process more meaningful and less threatening than one that is perceived as having been developed and implemented by "others."

The general acceptability of the plan is not the sole criterion by which its worth should be judged, however. A good plan will contain certain components, including the following:

- An explanation of the purposes of and rationale for evaluation
- Roles and responsibilities
- Time frame (e.g., frequency and timing of evaluations)

- Devices to be used
- Procedures to be followed

In addition, the system described will be based on certain established precepts:

- The basic principles of fairness, openness, timeliness, and confidentiality
- Legal and organizational requirements with regard to due process and the human rights of the employees involved
- The philosophy of the institution

And finally, based on the three precepts just listed, the plan should meet certain criteria--should contain certain elements:

- Evaluation of all staff
- Regularly scheduled observations, instead of random "drop in" situations (frequently referred to as evaluation by convenience)
- Pre- and postobservation conferences between evaluator and evaluatee
- Use of a variety of evaluation techniques (e.g., self-evaluation, peer evaluation, supervisor observation)
- Reassessment, at predetermined intervals, designed to measure and report continuing growth and progress made in areas that were previously identified as requiring improvement
- Continuous, ongoing, developmental evaluation designed both to facilitate staff improvement and to provide a basis for employment decisions
- Safeguards on the use of evaluation data

The discussion thus far should have made you aware that the development of a staff evaluation system involves more than choosing an evaluation instrument and implementing it with your staff. The most important thing that you, as a vocational education administrator, must realize is that you have to have a plan for staff evaluation--a plan that is broad enough to include all categories of employees. No two staff evaluation plans can ever be exactly the same. Organizations are different; employee groups and their composition vary; evaluation devices differ according to local needs. The intent of staff evaluation should, however, remain constant. Staff evaluation should be designed to improve the work performance of all employees and provide a fair assessment of performance for administrative purposes. To develop a plan that fosters accountability and that incorporates strategies for staff improvement is a function of administrative leadership. Good vocational education programs do not just happen. They evolve because good people work together to make them happen. The role of the administrator is to see that this occurs.

Evaluation System Design

Vocational education administrators must constantly remind themselves that staff evaluation is an everyday responsibility. Most staff members look for assurances that they are performing acceptably. Praise and words of encouragement should not be reserved for special times or for those occasions when formal evaluation procedures are exercised. Those who are experiencing difficulty should feel reassured, through regular dialogue, that they are not alone in this concern to improve their level of contribution to the organization.

In order for day-to-day staff evaluation practices to be effective, however, they must be part of the overall evaluation design. The following components to this design are suggested:

- Specification of job functions and predefined goals for improvement[3]
- Selection/adaptation/development of specific evaluation instruments and techniques
- Provision for evaluation feedback
- Provision for summary evaluation

Let us consider each of these components in more detail.

Job Functions and Predefined Goals for Improvement

Given the continuous, circular nature of evaluation, there should be two levels of goals. Based on an analysis of an employee's job function (e.g., teacher, custodian, admissions director), one can specify, in general, what that employee should be doing and what skills he/she should possess. Consequently, the achievement of a high level of competency in those task/skill areas is one goal.

On a more specific level, evaluation of employee performance against this job description provides a basis for setting individual goals, or job targets. The use of job targets allows the administrator and the employee to jointly arrive at specific objectives relating to that employee's job performance. Job targets are written statements that reemphasize organizational expectations, and incorporate plans to improve employee performance and promote continued growth. A sample job target for a vocational instructor might include an objective such as "By June 30, I intend to increase my ability to individualize instruction within my classroom by satisfactorily completing a workshop on that topic."

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[3] To gain skill in preparing job descriptions, you may wish to refer to Select School Personnel, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981).

Ideally, then, the evaluation process would evolve as follows:

1. The skills and tasks required in a given employee's job function would be identified.
2. The employee would be apprised of these expectations, as well as how often, how, and when he/she would be evaluated.
3. Before the employee was observed, the administrator would hold a preobservation conference with the employee to plan the observation in more detail.
4. The observation would take place as planned.
5. The administrator would hold a postobservation conference with the employee to discuss the evaluation findings and to help the employee set job targets--which brings us essentially back to step 2; job targets are "expectations."
6. The process would then continue to recycle through the steps, with the expectations changing as the needs of the employee change, and with evaluation geared to these expectations.

Preobservation conference. Although this meeting is itself a planning meeting, you, as an administrator, must plan for it, too. You must provide answers, in advance, to certain questions: What is the purpose of the meeting? What do you hope to accomplish? How will you conduct the meeting? How will you ensure that the goals of the meeting are accomplished? Essentially, the purpose of the meeting is to set the stage for the observation, for both you and the employee. This is the time when the employee can tell you what you can expect to see during your observation. For example, the teacher could tell you what will be going on in the class or lab, what the student performance objectives are, and what techniques he/she will be using. He/she can provide you with the lesson plan to be followed. This is also the time when you can review for the employee what you will be looking for and what devices you will be using to measure his/her performance.

However, central to the success of this meeting is that it not involve the administrator in telling the employee what will be expected. Planning the observation should be a shared responsibility. This should be a conference in which the administrator and teacher are working together toward a common goal. It should be a conference in which you and the employee openly review each other's plan--yours for the observation, his/hers for the performance to be observed--and come to an agreement concerning what will, in fact, occur during the observation. The obvious merits of this sharing process are that you can do a better job of observation if you know what to expect and what to look for; the employee can perform more securely and comfortably if there are no hidden agendas, no surprises.

The conference techniques you should use to ensure that this sharing occurs are helping conference techniques. Sample 2 provides an outline of the key steps you should follow during the helping conference.

SAMPLE 2

THE HELPING CONFERENCE

In the helping conference, the evaluator does not tell the employee what he/she did wrong and what to do to correct it. Rather, the key to the helping conference is in helping the employee identify problem areas and alternative ways of resolving them.

Preparing for the Conference

- Obtain performance data (e.g., observe the teacher in class, videotape the teacher's performance).
- Review documentation of any previous observations and conferences (i.e., has there been any improvement or progress toward previous goals set?).
- Plan the conference: objectives, procedures, setting, time.
- Inform employee of the setting and time.
- Assemble all resources needed for the conference, and prepare the setting (e.g., place chairs where you can talk comfortably without your desk--a symbol of authority--between you).

Conducting the Conference

- Greet the employee and endeavor to put him/her at ease (e.g., discuss something of mutual interest such as a recent PBS television program).
- Review the objectives set at any prior conferences and the objective of this conference. Use a friendly but businesslike approach.
- Encourage the employee to think of areas in which his/her performance could be improved, and alternative ways of working toward that improvement, for example:
    - Do not deal in terms of right and wrong; rather, discuss what could have been done differently.
    - Concentrate on only one or two areas needing improvement. Addressing a huge array of problem areas is overwhelming, discouraging, and ultimately nonproductive.
    - Give the employee an open invitation to talk, maintain eye contact, sit in a relaxed natural position, listen actively to both verbal and nonverbal communication, let what the employee says cue you as to what to ask or discuss, be nondirective, and use open-ended questions (e.g., How do you feel about . . . ?).
    - Offer suggestions when necessary.
- Help the employee set new objectives (job targets) and identify resources needed.
- Review the main points discussed and objectives set; ensure that both parties agree.

SOURCE: Adapted from Thomas Walker, Conduct a Helping Conference (Philadelphia, PA: Temple University, Department of Vocational Education, 1980).

Evaluation Instruments

In order to ensure that the evaluation process is fair, objective, and sufficiently thorough, it needs to be structured. One of the most effective ways of ensuring that employees know on what bases they will be evaluated, and that the evaluation itself is fair and objective, is to use instruments--ones that incorporate the organization's expectations for the employees. For the teacher, this device should include criteria specifying what the organization considers to be "good teaching." For the custodian, this device should reflect both the interpersonal skills and various job functions that are deemed important. In other words, if a custodian is supposed to clean lavatories on a daily basis, wash windows on a weekly basis, and strip and wax floors on a monthly basis, then these tasks should be included in the evaluation instrument. The same holds true for a teacher. If a vocational instructor is supposed to (1) meet twice annually with a curriculum committee (2) develop student competency lists; (3) turn in quarterly and final grades; (4) participate in hall duty; and, of course (5) teach students--utilizing good planning procedures and appropriate instructional techniques, providing for individual differences, and maintaining good classroom management--then these tasks should be included in the evaluation instrument.

These instruments do not need to be developed by you or your staff; existing instruments--of which there are many--can be used as is or adapted t your local needs. Basically, you will probably need three types of forms:

- An instrument for all staff covering those skills that have to do with how well the employee meets general organizational requirements for a good employee
- A standard form for noninstructional staff that is designed to be easily adapted to each specific job function
- A standard form for instructional staff that contains general items concerning "good teaching," with additional space for the rating of specific job targets for any one teacher

Evaluation of compliance with organizational policies and procedures. Sample 3 is an example of an instrument designed to measure the organizationa compliance of employees. Notice that the form (1) lists and defines those qualities that an employee should possess, (2) provides a four-point scale for rating those qualities, (3) includes space for written comments and space for improvement goals (identified during the postobservation conference), and (4) requires the signatures of both the supervisor (evaluator) and employee (evaluatee). Providing definitions or descriptors concerning the qualities helps to ensure that everyone using the form has the same notion of what the items mean and what they should be evaluating. Notice that this rating scale does not have an "unsatisfactory" rating; instead, the rating is "needs improvement." This is the same as saying that the performance is not satisfactory, but it stresses the positive and reinforces the notion that the goal of the evaluation is not to obtain proof of incompetence; the purpose is to identify areas that should be--and can be--improved.

SAMPLE 3

EMPLOYEE EVALUATION INSTRUMENT

Directions: Evaluation forms are to be completed by the employee and supervisor. These will be completed individually and separately. A copy will be exchanged prior to the conference and both copies filed in the personnel folder.

Supervisor Signature ____________________ Date ____________

	NEEDS IMPROVEMENT	ADEQUATE	GOOD	EXCELLENT	COMMENTS
ATTENDANCE AND TARDINESS--reliability in coming to work daily and conforming to working hours					
ALERTNESS--ability to grasp instructions, meet changing conditions, and solve novel or problem situations					
APPEARANCE--neatness and appropriate dress					
COURTESY AND FRIENDLINESS--sociability and warmth shown towards public, other employees, supervisor, and those supervised					
DEPENDABILITY--ability to perform required jobs with minimum of supervision					
HOUSEKEEPING--orderliness and cleanliness in which individual keeps work area					
INITIATIVE--originality and resourcefulness					
JUDGMENT--ability to evaluate situations, make sound decisions, and set priorities					
LOYALTY--adherence to organizational goals and policies					
RELATIONSHIPS WITH PEOPLE--tactfulness					
STABILITY--ability to withstand pressure and remain calm in crisis situations					
WORK: a. Accuracy--correctness of work duties performed					
b. Knowledge--possession of information concerning work duties that an individual should know for satisfactory performance					
c. Organization--ability to meet deadlines and continue progress in all areas of work responsibility					

	NEEDS IMPROVEMENT	ADEQUATE	GOOD	EXCELLENT	COMMENTS
d. Output--volume of work produced consistently					
e. Quality--degree of excellence					
OTHER CHARACTERISTICS--					
OVERALL EVALUATION--					

Performance improvement--plans and goals:

____

____

____

____

A copy of this report has been given to me and has been discussed with me.

____
Employee's signature

It is most helpful if space is provided for comments. The items to be rated are general in nature. Written comments can be made about specifics. If you rate "Attendance and Tardiness" as needing improvement, you can note in the comments column the data concerning attendance and tardiness that have caused you to make this rating. Then, during the postobservation conference, it is easier to explain and justify your ratings to the employee. It is also helpful to have these comments available when you are reviewing an employee's total record over, for example, a four-year period. These written comments can refresh your memory concerning the employee's performance far more readily than can simple ratings.

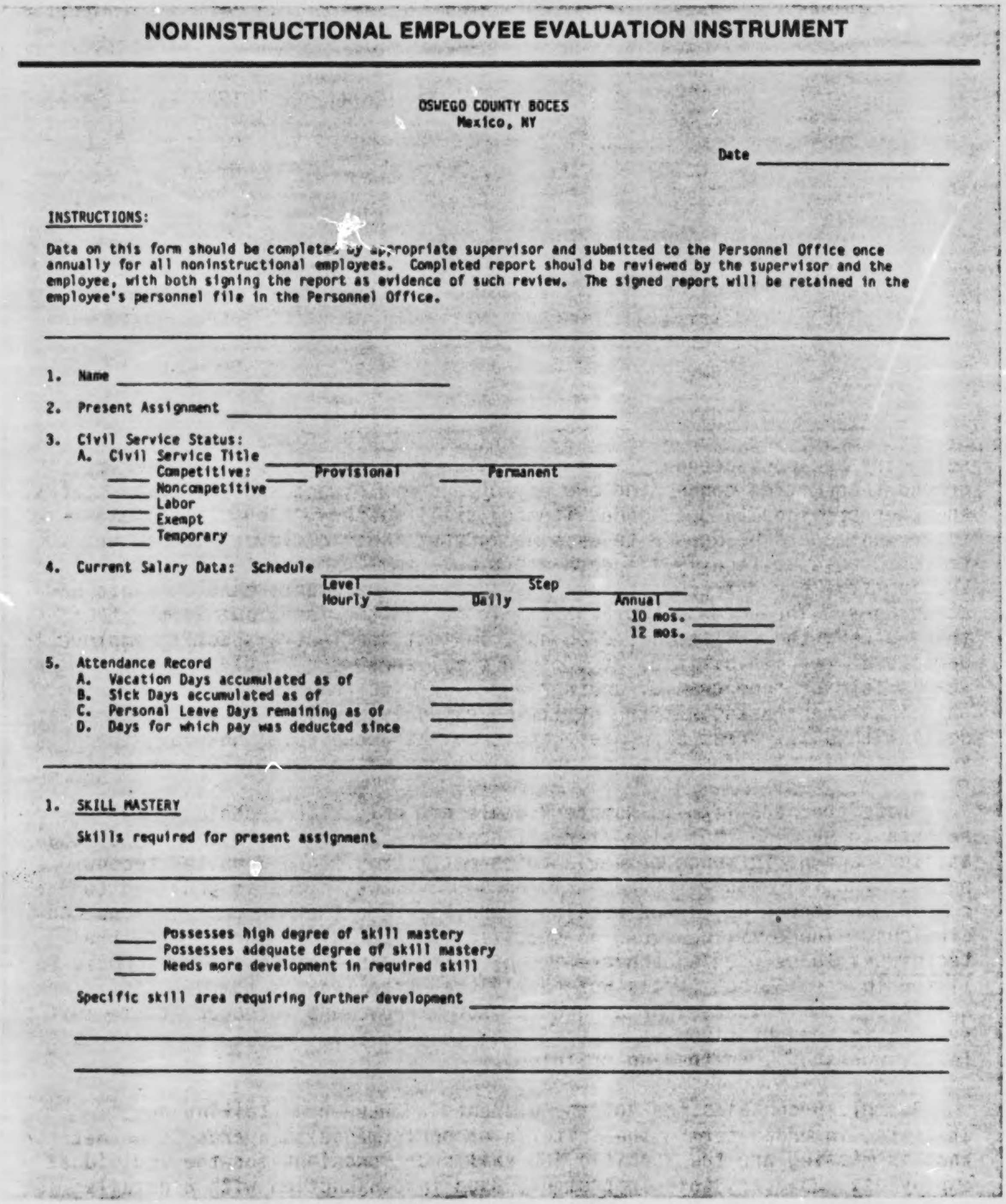
Providing space for the improvement goals and the employee's signature reinforces the notion of evaluation for improvement purposes. The employee is involved, participates in a dialogue concerning his/her performance, and has the right to be involved in determining what needs to happen next. The instrument is not a secret device designed to undermine the employee; rather, the employee is a partner in the evaluation process.

Evaluation of noninstructional employees. Samples 4 and 5 are examples of instruments that are used in evaluating noninstructional employees at the secondary and postsecondary levels. Notice that sample 4 starts with background information concerning the employee's employment situation and status, and then provides an open-ended item on skill mastery. Thus, this same instrument could be used with each noninstructional employee; it can be tailored to specifically fit each employee's job function. This also allows the job skills required to change as the job requirements change. This has advantages. The potential drawbacks lie not in the form, but in the fact that, often, the skills listed do not, in fact, reflect a specific employee's particular responsibilities at a given time; they were simply copied from last year's form or from that of another employee with the same job title. Too, this instrument asks that the skills be rated as a unit. Since the form later deals with skill areas separately, this may be acceptable; however, there is some justification for listing, observing, and rating each skill separately.

Note that the form in sample 4 deals not only with technical skills related to the job, but also--for all noninstructional employees--lists the attitude and performance criteria to be met (items 2 and 3 on the second page). And, to ensure the emphasis on improvement, space is provided to comment on strengths, areas needing improvement, and other comments and conclusions. There is, however, no specific space provided for listing the techniques to be used to achieve improvement goals. (Such comments could be listed in item 6, but that's not really what's called for there.) It is not sufficient to list areas needing help; for improvement to occur, there must be systematic thought given to what will be done to encourage that improvement (e.g., workshops, on-the-job training).

Sample 5 contains most of the elements we have been talking about. It lists, in broad terms, the criteria or performance standards to be met. What is missing are the specific job skills or functions for the individual employees. However, this instrument, used in conjunction with a detailed job description for each employee, would provide a solid basis for evaluation.

SAMPLE 4



NONINSTRUCTIONAL EMPLOYEE EVALUATION INSTRUMENT

OSWEGO COUNTY BOCES
Mexico, NY

Date ____________

INSTRUCTIONS:

Data on this form should be completed by appropriate supervisor and submitted to the Personnel Office once annually for all noninstructional employees. Completed report should be reviewed by the supervisor and the employee, with both signing the report as evidence of such review. The signed report will be retained in the employee's personnel file in the Personnel Office.

1. Name ____________
2. Present Assignment ____________
3. Civil Service Status:
   A. Civil Service Title ____________
      ____ Competitive: ____ Provisional ____ Permanent
      ____ Noncompetitive
      ____ Labor
      ____ Exempt
      ____ Temporary
4. Current Salary Data: Schedule ____________
   Level ____________ Step ____________
   Hourly ________ Daily ________ Annual ________
   10 mos. ________
   12 mos. ________
5. Attendance Record
   A. Vacation Days accumulated as of ________
   B. Sick Days accumulated as of ________
   C. Personal Leave Days remaining as of ________
   D. Days for which pay was deducted since ________

1. **SKILL MASTERY**

Skills required for present assignment ____________

____

____

____ Possesses high degree of skill mastery
____ Possesses adequate degree of skill mastery
____ Needs more development in required skill

Specific skill area requiring further development ____________

____

____

2. **ATTITUDES** (Check numerical rating 1 through 4, with 4 being highest)

	1	2	3	4
a. Accepts responsibilities of the job				
b. Demonstrates cooperation and good will				
c. Relates well to others				
d. Demonstrates understanding of the purpose of BOCES				
e. Shows motivation for and interest in the work				
f. Views role in proper perspective				
g. Shows willingness to learn and grow on the job				

3. **PERFORMANCE**

	1	2	3	4
a. Maintains good quality of output				
b. Works well with others				
c. Is able to work with limited supervision				
d. Demonstrates sound decision making				
e. Demonstrates initiative				
f. Complies with BOCES policies and rules				
g. Follows directions of supervisor				
h. Shows good working habits				

4. **AREAS FOR IMPROVEMENT**

5. **AREAS FOR COMMENDATION**

6. **OTHER COMMENTS AND CONCLUSIONS**

Data contained herein has been reviewed by:

Supervisor's Signature

Employee's Signature

Date

(Revised 3/78 mm)

SAMPLE 5

NONINSTRUCTIONAL EMPLOYEE EVALUATION INSTRUMENT

COAST COMMUNITY COLLEGE DISTRICT

NAME ____________________ CLASSIFICATION ____________________ ____________________, 19__

INSTRUCTIONS FOR EVALUATION

1. New employees shall be evaluated at the end of the 3rd and 5th month using entire form.
2. Regular employees shall be evaluated annually by use of main body of form or just the narrative.
3. Evaluations shall be prepared by the immediate supervisor.
4. Distribution of copies: (1) District Classified Personnel Office, (2) Employee, (3) Supervisor, and (4) Golden West College personnel copy to Campus Business Manager's Office.
5. A conference should be held with the employee regarding the evaluation.

	Out-standing	Above Average	Average	Below Average	Needs Improve-ment
A. QUALITY OF WORK					
1. Productivity	____	____	____	____	____
2. Accuracy	____	____	____	____	____
3. Neatness	____	____	____	____	____
B. COOPERATION--TEAMWORK					
1. Adaptability/Flexibility	____	____	____	____	____
C. ASSUMES RESPONSIBILITY AND SHOWS INITIATIVE	____	____	____	____	____
D. PERSONAL TRAITS					
1. Dress--appropriate for job?	____	____	____	____	____
2. Personal habits					
a. Punctuality	____	____	____	____	____
b. Attendance	____	____	____	____	____
c. Reliability	____	____	____	____	____
d. Attitude	____	____	____	____	____
E. ORGANIZATION OF WORK ASSIGNMENTS	____	____	____	____	____
F. INCREASING KNOWLEDGE AND SKILL OF JOB	____	____	____	____	____
G. SOUNDNESS OF JUDGMENT	____	____	____	____	____
H. CONFORMITY TO INSTRUCTIONS	____	____	____	____	____
I. OBSERVANCE OF SAFETY RULES AND MEASURES	____	____	____	____	____

NARRATIVE: (Use back if necessary)

Period Covered: ____ 3 months Probationary, ____ 5 months Probationary, ____ Annual

____________________ Signature of Employee

____________________ Signature of Evaluator

Evaluation of instructional staff. To determine the job functions of instructional staff, one has to answer the question, "What constitutes good teaching?" That is a question researchers have been struggling with for decades; no absolutely definitive answer has been forthcoming. We *can* say with assurance that good teaching involves both a process and a product. It's in trying to go beyond that statement that the waters get muddy. Some experts contend that it is only by measuring the product (the graduates of the program) that we can determine the quality of instruction. Others define teaching primarily in terms of the pedagogical skills required (process).

Given the inconclusiveness of the research, perhaps it is best to take a path through the middle ground. The measurement of effective teaching, then, must consider a number of areas:

- Organizational compliance
- Pedagogical (or process) skills
- Cocurricular or extracurricular functions
- Quality of product produced

We have already discussed *organizational compliance*, which includes such qualities as attendance, dependability, initiative, loyalty, interpersonal relationships, and other related elements.

Although no two lists of *pedagogical skills* may be identical, they will be similar. In general, a list of pedagogical skills will include areas such as the following:

- Program planning, development, and evaluation
- Instructional planning
- Instructional execution
- Instructional evaluation
- Instructional management

Each of these broad categories can then be further defined. For example, instructional planning includes the following skills:

- Determining the needs and interests of students
- Developing student performance objectives
- Developing a unit of instruction
- Developing a lesson plan
- Selecting student instructional materials
- Preparing teacher-made instructional materials

It is up to you (or you and your evaluation committee) to determine the pedagogical criteria that will be included in the general instrument to be used. In doing so, you need to consider that (1) the instrument will most commonly be used during the observation of a teacher conducting a single class, and (2) in order to be usable, the instrument cannot be too long or too detailed. Thus, your instrument should be geared to what is likely to happen during a class--should include those key skills that must be present if that teacher is to be considered competent.

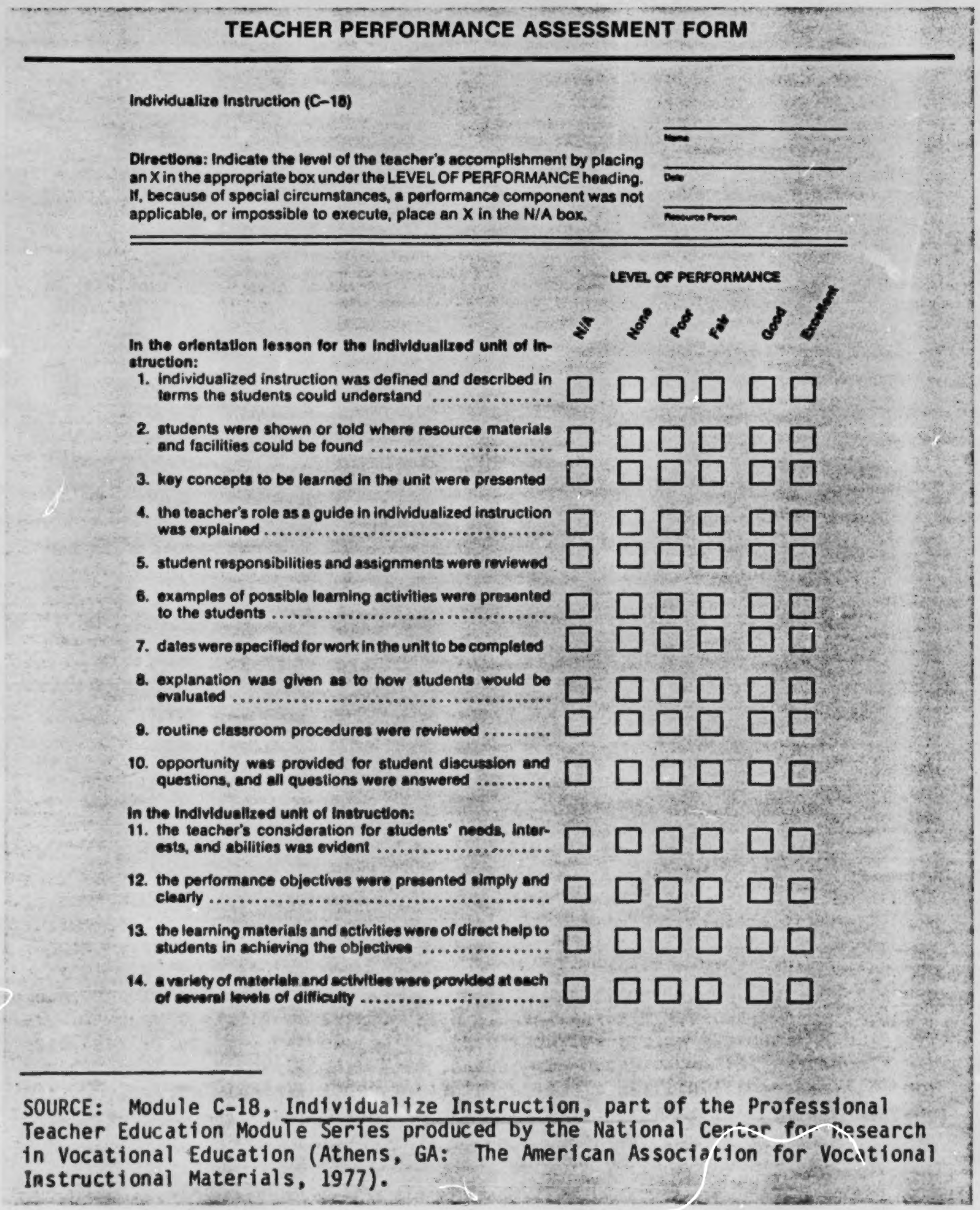
During the process of observation/evaluation/conference, the skills to be evaluated can become more targeted to individual needs. For example, assume teacher X is evaluated using an instrument containing the key basic skills required and is found to be deficient in one area: individualizing instruction. The individualization of instruction then would become the focus for improvement, and the next evaluation would also focus on that skill, in more detail (see sample 6). When that teacher reached competency in all the basic skills, higher-level or supplementary skills could become his/her job targets, and subsequent evaluations would focus on these new job targets.

Identifying those skills that are the "key" elements of instruction should be a careful process. You can start to build a list of possible elements by referring to the literature and reviewing existing instruments. However, the final list should be specific to the philosophy and goals of your institution/district, and should definitely give consideration to the most current educational trends. Given the present concern for accommodating special needs students in the regular classroom, for example, teachers should be evaluated on their ability to perform competently in this area.

The third category of items--cocurricular or extracurricular functions--attempts to measure what might be called the by-products of instruction. These by-products are another facet of instructional effectiveness, and include professional activities outside normal classroom/laboratory instruction, such as involvement with the following:

- Curriculum development
- Advisory committees/councils
- Vocational student organizations
- Other student activities
- PTA/PTO or other parent-teacher organizations
- Committee work (e.g., curriculum development committee)
- Faculty activities
- Professional organizations
- Budgeting and reporting
- Home visits
- Research and publications
- Conferences

SAMPLE 6



TEACHER PERFORMANCE ASSESSMENT FORM

Individualize Instruction (C-18)

Name

Date

Resource Person

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In the orientation lesson for the individualized unit of instruction:						
1. individualized instruction was defined and described in terms the students could understand	☐	☐	☐	☐	☐	☐
2. students were shown or told where resource materials and facilities could be found	☐	☐	☐	☐	☐	☐
3. key concepts to be learned in the unit were presented	☐	☐	☐	☐	☐	☐
4. the teacher's role as a guide in individualized instruction was explained	☐	☐	☐	☐	☐	☐
5. student responsibilities and assignments were reviewed	☐	☐	☐	☐	☐	☐
6. examples of possible learning activities were presented to the students	☐	☐	☐	☐	☐	☐
7. dates were specified for work in the unit to be completed	☐	☐	☐	☐	☐	☐
8. explanation was given as to how students would be evaluated	☐	☐	☐	☐	☐	☐
9. routine classroom procedures were reviewed	☐	☐	☐	☐	☐	☐
10. opportunity was provided for student discussion and questions, and all questions were answered	☐	☐	☐	☐	☐	☐
In the individualized unit of instruction:						
11. the teacher's consideration for students' needs, interests, and abilities was evident	☐	☐	☐	☐	☐	☐
12. the performance objectives were presented simply and clearly	☐	☐	☐	☐	☐	☐
13. the learning materials and activities were of direct help to students in achieving the objectives	☐	☐	☐	☐	☐	☐
14. a variety of materials and activities were provided at each of several levels of difficulty	☐	☐	☐	☐	☐	☐

SOURCE: Module C-18, Individualize Instruction, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: The American Association for Vocational Instructional Materials, 1977).

	N/A	None	Poor	Fair	Good	Excellent
15. the learning activities permitted students to proceed at their own rate	☐	☐	☐	☐	☐	☐
16. resource materials were organized for easy access by students	☐	☐	☐	☐	☐	☐
17. the physical equipment needed was made available to students	☐	☐	☐	☐	☐	☐
18. the physical facilities were reorganized as necessary to facilitate individual work on a variety of activities	☐	☐	☐	☐	☐	☐
19. the learning activities permitted a maximum of independent study and were primarily self-instructional	☐	☐	☐	☐	☐	☐
20. the methods and techniques of instruction used by the teacher were appropriate to individualized instruction .	☐	☐	☐	☐	☐	☐
In individualizing instruction, the teacher:						
21. provided students with individual help when it was needed	☐	☐	☐	☐	☐	☐
22. encouraged students to make their own learning decisions, and avoided imposing decisions on them	☐	☐	☐	☐	☐	☐
23. gave students considerable freedom to determine when and how they would work	☐	☐	☐	☐	☐	☐
24. worked with students on an individual basis and spent little time on large-group work such as lectures	☐	☐	☐	☐	☐	☐
25. helped students locate and use learning resources	☐	☐	☐	☐	☐	☐
26. provided students with encouragement and with positive reinforcement of desirable learning behavior	☐	☐	☐	☐	☐	☐
27. helped students gain an insight into their abilities, interests, and goals by counseling with them	☐	☐	☐	☐	☐	☐
28. worked with students individually to evaluate their progress	☐	☐	☐	☐	☐	☐

The extent to which an instructional staff member is involved in these type of responsibilities is a reflection on a number of personal characteristics that are generally accepted as appropriate attributes to possess when pursuing instructional goals. These characteristics are observable and, therefore, reportable.

The final category of items to be considered concerns the measurement of the quality of the product produced by the instruction. In other words, the effectiveness of the teacher is measured by focusing on the students who have completed that teacher's program of instruction. In order to determine teacher effectiveness in this area, you can review data obtained through devices such as the following:

- Student placement surveys
- Employer satisfaction surveys
- Student competency measures (e.g., state board exams, performance tests, competency checklists)
- Student enrollment and dropout data

If the role of vocational education is to educate men and women for productive roles within the world of work, it seems evident that the quality of instruction occurring within the vocational agency should be, at least in part, measured by how well this goal is being achieved. Thus, placement rates, retention rates, employer satisfaction, and other follow-up data provide one means of determining instructional effectiveness. Caution must definitely be exercised in making judgments based only on these measures, however. Recent thought has underscored the important role that vocational education can play in nonemployment-directed activity (e.g., preparation for leisure time; development of leadership skills, self-esteem, self-concept) as well. Furthermore, low placement rates can be due to many factors other than teacher ineffectiveness.

Similarly, although low enrollment figures or high dropout rates may indicate an instructional problem, it is equally possible that these outcomes are due to an administrative reluctance to eliminate an outmoded program "since the equipment and instructional staff are already in-place."

In short, considering data in this area can be useful if it is considered in conjunction with other data from the other three categories of items. Measuring student achievement and success is a less than perfect science. In industry, the product is generally tangible and lends itself to easy measurement of quality. It is round or square, red or blue, soft or hard, weighs so much, and measures so much. The product of vocational education--the graduate--is not so easily measured. Each student has his/her own needs, interests, abilities, and career goals. Each industry hiring a student has its own standards and practices. Each teacher has his/her own instructional style. Dealing with all these variables makes it difficult to establish the exact cause and effect of success. But, this information is only one piece of

6

the puzzle, and looking at this data in relation to other data gathered concerning an instructional staff member can be very productive.

Samples 7, 8, and 9 are examples of devices for teacher evaluation. Sample 7 presents a total teacher evaluation system. The device begins with an overview of the system--how it was developed and what it contains. The four components of the system are then presented, each with directions, examples, and forms to use. Component 1 involves two steps. First, the employee being evaluated sets his/her own job targets. Then, later, he/she meets with the evaluator to discuss and, if necessary, refine those targets. Component 2 is the Standard Observational Instrument to be used in assessing staff performance, with space for documenting pre- and postconference comments. Component 3 is a device for evaluating "supervisory requirements," which is what we have been referring to as organizational compliance. Component 4 provides a mechanism for documenting the summary evaluation conference. This system, you will note, provides for the measurement of teacher performance based on both preset standards designated by the institution and job targets set by the evaluatee working with the evaluator.

Sample 8 is an observation device used at one postsecondary institution. Ratings are required concerning nine instructional criteria, including one on organizational compliance (#8). Note the instructions on the second page of the form. These call for (1) the evaluator to provide written comments--justification--for any item rated as needing improvement, and (2) a postobservation conference. Note also the statement, "The main purpose for evaluation is the improvement of instruction." Finally, the directions explain what each criterion means, thereby allowing all parties to interpret the items consistently.

Sample 9 is an instrument that can be used to secure feedback from students on teacher effectiveness. The instruments are to be completed anonymously (no space provided for name) and are machine scored (by optical scanner) for easy analysis. The 26 items included have been selected by this institution as those criteria constituting "good teaching." Other forms could just as easily contain other items representing other perceptions of good teaching.

Evaluation Techniques

We mentioned previously that it is important not to place too much evaluative weight on any one category of evaluation data; rather, a variety of data should be considered. For example, it may be desirable to use (1) an observation instrument completed by a supervisor, (2) student feedback surveys such as the one shown in sample 9, (3) employer satisfaction surveys, (4) follow-up study data, and (5) other instruments as shown in the given samples. It can also mean tapping additional sources for evaluation data: the teacher him/herself, peers, advisory committee members, or other administrators.

SAMPLE 7

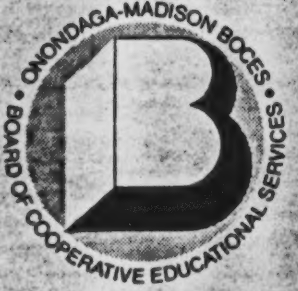
TEACHER EVALUATION SYSTEM

THE ONONDAGA/MADISON COUNTIES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

DEVELOPED BY
THE ONONDAGA-MADISON BOCES
TEACHER EVALUATION COMMITTEE
1974 - 1977

COMMITTEE MEMBERS

Frank Ambrosio - Assistant Superintendent
Jean Ashen - Special Education Teacher
Jeff Carmen - DeVille Sloan School
Alva Ferris - Occupational Education Teacher
Ron Frey - Occupational Education Principal
Kaye Goodwin - Special Education Teacher
Bill Heasty - Special Education Supervisor
Don Schenk - Job Placement Counselor



Evaluator ______________________

Evaluatee ______________________

Date ______________________

TEACHER EVALUATION SYSTEM OVERVIEW

The Onondaga-Madison BOCES Teacher Evaluation System represents a multi-year cooperative effort undertaken by a BOCES Teacher/Administrative Evaluation Committee. It is a good example of accomplishment by a total educational organization. Several major milestone activities took place. This overview serves to identify those milestones and to describe the major accomplishments of the Teacher/Administrative Evaluation Committee.

TEACHER/ADMINISTRATOR EVALUATION COMMITTEE: This committee was appointed during the 1974-75 school year and consists of equal representation. The Teacher Association appointed four of their members to the committee and the District Superintendent four members to represent the BOCES Board. Meetings were held at least once a month during the Evaluation System's developmental stage. Later, when various evaluation instruments were going through content validation, meetings were often held weekly. The committee is presently active and will continue to meet as changes take place to enhance the Evaluation System.

TEACHER SURVEY: One of the first activities in which the committee became engaged was the development and administration of a teacher Opinion Survey. The purpose of the survey was to ascertain from teacher input what a teacher evaluation should contain. Survey items were developed to gather data on the WHAT, HOW, WHO and WHEN of an evaluation system. The results of the survey were analyzed by computer and studied by the Committee. Based on the analysis of the teacher survey and using teacher consensus as a guide the Committee began to identify components of a comprehensive evaluation system.

DEVELOPMENT OF THE TEACHER EVALUATION SYSTEM: The Committee recommended that the Evaluation System should include the following four components:

1. **STANDARD OBSERVATION INSTRUMENT (SOI)** - An observation instrument was developed with specific evaluation criteria defined. The SOI was designed to contain both measurement information and statements of judgment relating to measurement of specific teacher performance being observed. The form provides space for both teacher and evaluator comments.

2. **JOB TARGETS** - A job target form was developed which provides an opportunity for the person being evaluated and the evaluator to mutually establish statements of anticipated teacher performance at the beginning of the school year. The form provides space for evaluator judgment and teacher comment.

3. **ADMINISTRATOR/SUPERVISOR REQUIREMENTS** - Specific forms were developed for Occupational Education and Special Education relating to necessary administrative and supervisory activity in operating respective programs on a day to day basis. The Occupational Education building principals, DeVillo Sloan building principal and BOCES Special Education supervisory staff rate teaching staff on specified activity. The form provides space for teacher and evaluator comment.

4. **EMPLOYEE PERSONNEL FILE** - The personnel file of each teacher being evaluated is an integral part of the evaluation. Every teacher has access to their personnel file and must receive a copy of all correspondence entered into the file as the contents of the file will be used in evaluation. Although duplicate files may be kept, the official personnel file must be kept in the BOCES Personnel Office and used in the evaluation.

A Summary Evaluation Form which represents the official year-end evaluation for each teacher has also been developed.

DISSEMINATION OF TEACHER EVALUATION SYSTEM: Meetings were held with BOCES teaching staff and component school district staff. Separate meetings were held at the two Occupational Education Centers, with various Special Education teacher groups and local district building principals housing EMR classes. The purpose of these meetings was to solicit input from the many populations who would be affected by the evaluation system and to present the components of the evaluation system which had been developed.

CONTENT VALIDATION: The Teacher Evaluation System was implemented as a pilot in the 1976-77 school year. As evaluations took place each of the four components was evaluated in separate meetings that were held with members of the Evaluation Committee and volunteer teacher participants. The purpose of these meetings was to establish content validity by examining the various evaluation instruments after they had been used in a live situation. Changes were made based upon input from these evaluation sessions.

CONCLUSION: The utilization of the evaluation system is viewed as a dynamic process and will undergo continued assessment and change. This process will serve to continuously reaffirm the stated purposes of the Onondaga-Madison Teacher Evaluation System which are to use the results of the evaluation system to:

1) improve instructional programs through curriculum development
2) improve teaching skills through staff development programs
3) make rational decisions regarding teacher continuation of employment.

A copy of the evaluation document is enclosed for your examination.

ONONDAGA-MADISON BOCES
STAFF EVALUATION
SUGGESTED GUIDELINES FOR SETTING JOB TARGETS

The two most important persons involved in the process of setting job targets are the evaluatee and the evaluator(s). Ordinarily this is a duet: the individual and his administrative supervisor. The key persons at the start are the individual and the person charged with administrative responsibility for his or her supervision.

This type of performance evaluation assumes that no one can be expected to improve his/her work simultaneously in every category and in all respects. When improvement is desired there must be a special focus of attention upon particular areas.

The purpose of the job target setting procedure, which takes place at the beginning of the performance evaluation cycle, is to bring about agreement between the teacher or evaluatee, and evaluator about those specific job targets which should be selected for special attention during the ensuing evaluation period. The number or targets shall be determined by both parties.

The teacher and evaluator bring to the conference ideas for setting a proposed list of targets for the evaluation period. It is the responsibility of the evaluator and evaluatee to determine whether the plan is realistic and in harmony with the goals and priorities of the school district.

EXAMPLES OF JOB TARGETS
OCCUPATIONAL EDUCATION

Develop a unit of study on the metric system. A) Research information on equivalents by December 25. B) Develop learning modules for metric systems by January 21. C) Develop a short multiple choice test for evaluation by January 21.

Increase enrollment by: A) Implementing a modular print reading study unit for building trades students. B) Implementing a modular print reading study unit for machine shop students. C) Expanding the drafting course offerings to include mechanical electronics and landscape architecture.

Develop techniques for coordinating customer relations, and employee-employer relations as they are experienced in a real work setting. A) By October 25 - discuss various pleasant and unpleasant situations which may arise in a beauty salon, e.g., handling complaints, interacting with fellow workers, etc. B) By October 26 - Develop role-playing models utilizing students. C) By October 27 - Develop role-playing models utilizing staff.

EXAMPLES OF JOB TARGETS
SPECIAL EDUCATION

The special education teacher will make semi-monthly visits to BOCES Curriculum Resource Center to review materials for the special education class that may be useful with the framework of the curriculum in the class. The method of evaluation will be to keep a log of numbers of visits, materials reviewed and those selected.

In the area of mathematics, teacher-made supplemental materials will be produced and there will be a pre-test developed. All students will be expected to progress at least one level of difficulty within the teacher-made program and this will be evidenced by post-test results.

At least two home visits per year will be made to the parents of each of the students in the class. The home visits will be documented by a write-up which will be on file in the student folder.

Component 1

ONONDAGA-MADISON BOCES
STAFF EVALUATION
JOB TARGETS

TARGET	ACCOMPLISHMENTS
JOB TARGET	
JOB TARGET	
JOB TARGET	
JOB TARGET	
JOB TARGET	

Component 2

ONONDAGA-MADISON BOCES
STAFF EVALUATION
STANDARD OBSERVATIONAL INSTRUMENT

The Standard Observational Instrument (SOI) is a form which contains a list of criteria having received acceptance by the teaching staff to be used in assessing staff performance. The form also contains an evaluation scale ranging from 10 to 1 with 10 being the highest possible rating and 1 being the lowest possible rating that may be assigned to each observed criteria. A rating of 3 or less is considered unacceptable. In addition, the evaluator will make a comment on each criteria being assessed and will provide a recommendation whenever appropriate. The SOI will be used by the designated evaluator during a scheduled observation in a classroom. The results of the observation will then be used in a post observation session between the evaluator and the evaluatee.

1. **STUDENT BEHAVIOR:** The students' behavior during the observation

(10) . . . . (1) NA ___

Observation Comments: ______________________________

____

____

____

Recommendations: ______________________________

____

____

____

____

2. **CLASSROOM PRESENTATION:** Teaching activities that occur within the classroom and reflect the knowledge and use of good teaching processes during the observation

(10) . . . . (1) NA ___

Observation Comments: ______________________________

____

____

____

Recommendations: ______________________________

____

____

____

____

3. **STUDENT ACHIEVEMENT:** A variety of educational attainment by students and the degree to which learning has taken place during the observation

(10) . . . . (1) NA _

Observation Comments:

Recommendations:

4. **STUDENT/TEACHER RELATIONSHIP:** The quality of the interaction that occurs between the student and the teacher during the observation

(10) . . . . (1) NA ___

Observation Comments:

Recommendations:

5. **KNOWLEDGE OF SUBJECT MATTER:** Teacher knowledge and understanding of subjects being taught during the observation

(10) . . . . (1) NA ____

Observation Comments:

Recommendations:

Component 2

PRE CONFERENCE COMMENTS:

TEACHER	EVALUATOR:

POST CONFERENCE COMMENTS

TEACHER	EVALUATOR

TEACHER: ____________________ DATE: ____________________

EVALUATOR: ____________________ DATE: ____________________

Component 3-A

ONONDAGA-MADISON BOCES
STAFF EVALUATION
SPECIAL EDUCATION AND FIELD BASE SELF CONTAINED
SUPERVISORY REQUIREMENTS

	SAT	UNSAT	N/A
1. REPORTING - Accuracy and Promptness	☐	☐	☐
a. Monthly Update Reports	☐	☐	☐
b. Pupil Progress Reports	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

	SAT	UNSAT	N/A
2. ABSENCES	☐	☐	☐
a. Teacher calls Building Principal regarding absence at appropriate time as designated by District Policy and calls BOCES in timely fashion prior to substitute list arriving at BOCES.	☐	☐	☐
b. Submits appropriate forms, in a timely fashion for anticipated absences such as personal business.	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

Component 3-A

	SAT	UNSAT	N/A
3. COMPLIES WITH PROCEDURES AS DEFINED BY BOARD POLICY, AS DESCRIBED IN THE CURRENT TEACHERS HANDBOOK, OR AS PART OF THE STANDARD OPERATING PROCEDURE AS AMENDED IN THE TEACHERS HANDBOOK	☐	☐	☐
a. Budget Preparation	☐	☐	☐
b. Requisitioning	☐	☐	☐
c. Attendance Procedures	☐	☐	☐
d. Maintenance of Plan and Grade Book	☐	☐	☐
e. Other periodic reports necessary for meeting required deadlines	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

Evaluatee: ____________ Date: ________

Evaluator: ____________ Date: ________

Evaluator: ____________ Date: ________

Component 3-B

ONONDAGA-MADISON BOCES
STAFF EVALUATION
COMPREHENSIVE SUPPORT SERVICES AND SPECIAL PROGRAMS
SUPERVISORY REQUIREMENTS

	SAT	UNSAT	N/A
1. REPORTING - Accuracy and Promptness	☐	☐	☐
a. Monthly reports on enrollment of children in Special classes for the deaf	☐	☐	☐
b. Maintenance of progress reports on children served	☐	☐	☐
c. Monthly log of children served in Support Services, itinerant, and hospital based programs	☐	☐	☐
d. Preparation and submission of timely reports on children served (psychologists)	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

	SAT	UNSAT	N/A
2. ABSENCES	☐	☐	☐
a. Reporting of anticipated absence to building principals where service is expected, according to District Policy and with sufficient notice when a substitute is required, and to BOCES Special Education Office	☐	☐	☐
b. Timely submission of proper forms for anticipated absence such as personal business	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

Component 3-B

	SAT	UNSAT	N/A
3. COMPLIES WITH PROCEDURES AS DEFINED BY BOARD POLICY, AS DESCRIBED IN THE CURRENT TEACHERS HANDBOOK, OR AS PART OF THE STANDARD OPERATING PROCEDURE AS AMENDED IN THE TEACHERS HANDBOOK	☐	☐	☐
a. Budget Preparation	☐	☐	☐
b. Requisitioning	☐	☐	☐
c. Attendance Procedures	☐	☐	☐
d. Maintenance of Plan and Grade Book	☐	☐	☐
e. Other periodic reports necessary for meeting required deadlines	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

Evaluatee:____________________ Date:__________

Evaluator:____________________ Date:__________

Evaluator:____________________ Date:__________

Component 3-C

ONONDAGA-MADISON BOCES
STAFF EVALUATION
OCCUPATIONAL EDUCATION AND DEVILLO SLOAN
SUPERVISORY REQUIREMENTS

	SAT	UNSAT	N/A
1. SAFETY	☐	☐	☐
a. Maintains a Safe and Orderly Teaching Environment	☐	☐	☐
b. Develops and Maintains Safe Work Habits	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

	SAT	UNSAT	N/A
2. COMPLIES WITH PROCEDURES AS DEFINED BY BOARD POLICY, AS DESCRIBED IN THE CURRENT TEACHERS HANDBOOK, OR AS PART OF THE STANDARD OPERATING PROCEDURE AS AMENDED IN THE TEACHERS HANDBOOK	☐	☐	☐
a. Budget Preparation	☐	☐	☐
b. Requisitioning	☐	☐	☐
c. Attendance Procedures	☐	☐	☐
d. Maintenance of Plan and Grade Book	☐	☐	☐
e. Meets Required Deadlines	☐	☐	☐

COMMENTS:

TEACHER	EVALUATOR

Component 3-C

COMMENTS:

TEACHER	EVALUATOR

Evaluatee:______________________________ Date:____________

Evaluator:______________________________ Date:____________

Evaluator:______________________________ Date:____________

Component 4

ONONDAGA-MADISON BOCES
STAFF EVALUATION
SUMMARY EVALUATION CONFERENCE

The following documents:

1. Job Target Component
2. Standard Observational Instrument
3. Supervisory Requirement Component

along with a review of evaluatee's personnel file represent the Summary Evaluation for the academic year

SUMMARY COMMENTS:

TEACHER	EVALUATOR

SUMMARY COMMENTS:

TEACHER	EVALUATOR

Evaluatee:______________________________ Date:______________
Evaluator:______________________________ Date:______________
Evaluator:______________________________ Date:______________

SAMPLE 8

HOURLY INSTRUCTOR EVALUATION REPORT

DISTRIBUTION:
White to Area Director
Canary to Dean
Pink to Instructor

COAST COMMUNITY COLLEGE DISTRICT

COASTLINE
COMMUNITY COLLEGE

Instructor ______________________ *Evaluator* ______________________

Course ______________________ *Ticket #* __________ *Date of Visit* __________

Description of Visit ______________________

____

____

INSTRUCTIONAL ASSESSMENT	Satisfactory	Needs Improvement	Not Observed	COMMENTS
1. Knowledge of subject				
2. Ability to present ideas; clarity of explanations				
3. Use of instructional techniques and aids which stimulate class interest and meet student needs				
4. Encouragement of student participation and maintenance of effective rapport with students				
5. Preparation for class and organization of material consistent with approved course outline				
6. Use of time				
7. Enthusiasm of instructor				
8. Administrative attitude and effectiveness—Cooperation in meeting classes, attending meetings, and handling administrative details				
9. Sensitivity to educational growth and needs of students				

☐ **Satisfactory** ☐ **Recommend action to improve instruction** ☐ **Recommend conference with Dean/Area Director**

Remarks by instructor:	**Remarks by visitor:*

Signature of Instructor *Date* *Signature and Title* **Office of Instruction**

**This portion to be completed by the visitor prior to presentation of this report to the instructor.*

GENERAL NOTES:

A. Visitor's comments are required for any item where a "Needs Improvement" box is checked.

B. Other relevant comments, in an effort to be constructive, are encouraged for all items.

C. Comments and input from both the visitor and the instructor should be included after the evaluation conference has been held.

D. The main purpose for evaluation is the improvement of instruction. Constructive criticism accomplished in a positive manner by the evaluator and accepted, as such, by the instructor is the basis for the evaluation program.

CRITERIA FOR EVALUATION OF NUMBERED ITEMS ON FORM:

1. A subjective evalution of the instructor's knowledge of the subject demonstrated by the class instruction observed.
2. A measure of the instructor's ability to communicate ideas, concepts, factual material, and other pertinent information in a clear, concise, and appropriate manner.
3. Measures ability to develop and make use of instructional techniques and aids which meet individual differences and needs in students, stimulate class interest, and augment and are consistent with the material being presented. Examples of instructional techniques would include group exercises, experimental exercises, games, simulations, open discussions, workshops, guest speakers, and field trips. Examples of instructional aids would include audio or video taping, films, computer augmented instruction, overhead projectors, chalkboards, and handouts.
4. Measures the degree to which the instructor actively seeks and encourages student involvement and participation in class activities, including the ability to maintain rapport with the students.
5. Measures preparation for class sessions, including organization of material to be presented, management of learning experiences, preparation of instructional aids, and planning in accordance with approved course outlines.
6. Measures management of class time, including punctuality in meeting classes, administration of examinations, coverage of course material, and handling of class administrative details.
7. Measures attitude toward students, class activities, or the course material presented. Attitudes can range from being very positive and enthusiastic to being indifferent or negative.
8. Measures administrative attitude and effectiveness, including cooperating in meeting classes and attending meetings; reading all instructor's bulletins, announcements, and directives and taking appropriate action; reporting absences; and maintaining accurate student enrollment records.
9. Measures sensitivity to students' needs, including the ability to use instructor's knowledge to benefit students' educational growth and to judge students' achievment of course goals.

DISTRIBUTION:
White copy to Area Director
Canary copy to Dean
Pink copy to Instructor

SAMPLE 9

STUDENT EVALUATION OF INSTRUCTION

Periodic evaluation of all instructors and courses for the purpose of improving instruction is the policy of the Coast Community College District and Coastline Community College. Student evaluation is an important part of the evaluation process.

The college and faculty appreciate your assistance in improving instruction and your cooperation in completing this evaluation form.

DIRECTIONS

Please evaluate your instructor and class in each of the following areas. If you wish to make any comments suggested by the questions or statements below, or about any other aspect of the class, please write them on the paper provided.

Please read each statement carefully and select the response which in your judgment best describes the instructor and/or class. Blacken one response on your IBM card for each statement.

PART ONE	Strongly agree with statement	Agree with statement	Somewhat agree but needs improvement	Disagree and needs immediate attention	Not applicable or don't know
1. Objectives for the course were clearly stated	A	B	C	D	E
2. The instructor's class presentations are consistent with the stated course objectives	A	B	C	D	E
3. Class material is presented in a clear and systematic manner	A	B	C	D	E
4. Teaching methods are well adapted to the subject area and course content	A	B	C	D	E
5. The instructor adapts his/her teaching methods to meet student needs	A	B	C	D	E
6. The instructor is well prepared for each class	A	B	C	D	E
7. The instructor utilizes the total scheduled class time in an effective manner	A	B	C	D	E
8. The instructor maintains a high level of student interest in class	A	B	C	D	E
9. The instructor appears well informed in the subject area in which he/she is teaching	A	B	C	D	E
10. The method(s) for evaluating student progress and performance are clearly stated	A	B	C	D	E
11. The evaluation methods and grading practices are reasonable and fair	A	B	C	D	E
12. Examinations reflect the important aspects of the course and are consistent with class presentations and assignments	A	B	C	D	E
13. The instructor is available and willing to provide assistance to students	A	B	C	D	E

PART ONE	Strongly agree with statement	Agree with statement	Somewhat agree but needs improvement	Disagree and needs immediate attention	Not applicable or don't know	
14. The instructor offers helpful personal (written or verbal) suggestions for improvement in learning	A	B	C	D	E	
15. The instructor encourages students to think for themselves	A	B	C	D	E	
16. The instructor appears genuinely concerned with student progress	A	B	C	D	E	
17. The instructor encourages student participation, contribution, and questions	A	B	C	D	E	
18. The instructor is receptive to the expression of other viewpoints	A	B	C	D	E	
19. The textbook(s) readings and/or supplementary class materials are appropriate, informative, and helpful	A	B	C	D	E	
20. The laboratories or studios or field trip activities are well organized and meaningful	A	B	C	D	E	

PART TWO

21. For my preparation and ability, the content level of this class is:
A. elementary   B. about right   C. difficult

22. The pace at which the instructor covers the course material is:
A. slow   B. about right   C. fast

23. As a result of taking this class, my interest in this subject area has:
A. been stimulated   B. remained about the same   C. declined

24. Overall, I would rate the value of this class to me as:
A. very valuable   B. somewhat valuable   C. little or no value

25. Overall, I would suggest the subject content of this class:
A. remain as is   B. be revised in some areas   C. be deleted from the curriculum

26. Overall, I would rate my attendance at the class, my participation in this class, and my contribution to the learning process as:
A. more than adequate   B. adequate   C. less than adequate

COMMENTS

Peer evaluation and teacher self-evaluation are two very valid and reliable methods for gathering a complete evaluation picture that is objective and accurate. The very nature of this type of evaluation tends to diminish the threat implied by a more formal, supervisory observation. Consider the following example:

> Teacher X is continuously sending students to the office for various infractions of disciplinary policy. When discussing these infractions with the offending students, the administrator learns that these students feel that the teacher is moody, often condescending in his manner, and unconcerned about their input into classroom activities. In discussing the same behavior problems with teacher X, the administrator finds that the teacher is frustrated. He feels that the students are constantly challenging his authority and that they are not there to learn. "Kids," he says, " just don't behave the way we did back when we went to school."

How do you, as teacher X's supervisor, try to reconcile these differences in perception? Do you accept the students' version and deal firmly with teacher X, or do you side with teacher X and continue to discipline students who cannot accommodate his system?

The correct response is "Neither." What is needed here is more information. You can get more information by making visits yourself to the teacher's classroom. However, you need to keep in mind that your presence will undoubtedly affect the class discipline; you may not be able to observe the problem at all. Two other methods, then, that you could use are (1) to ask a peer--one who is trusted by the teacher--to observe the class, and (2) to allow the teacher to videotape the class so he can review and evaluate his own performance.

The advantages of using videotape cannot be stressed too much. If you have access to videotape recording (VTR) equipment, you greatly increase your ability to provide a high-quality evaluation system. Without it, the teacher must rely on the perceptions and opinions of others. With it, the teacher can review his/her own performance with a somewhat objective eye. A teacher can watch a videotape and evaluate his/her performance using an evaluation instrument. Or, you and the teacher can view the videotape together as a basis for discussion during the postobservation conference.

However, a lack of VTR equipment does not mean you cannot have a high-quality evaluation system. If you are careful to select a variety of techniques, which will provide you with feedback from a variety of sources, you will secure solid evaluation data, which will enable you to make recommendations for improvement. Sample 10 provides a good overview of the techniques that should be used in evaluating teacher performance, including the use of a variety of sources. Sample 11 shows a listing of some evaluation systems currently in use.

SAMPLE 10

SOME THOUGHTS ON TEACHER EVALUATION

IMPROVING THE EVALUATION OF TEACHING PERFORMANCE

Following are some thoughts on evaluation printed in a newsletter published by the Teaching and Learning Center of the University of Nebraska at Lincoln.

"The institution of evaluation of teaching constitutes one step in the improvement of teaching. A needed next step is the development of better evaluation procedures. Sufficient research has been completed on teaching evaluation practices in higher education to provide the data necessary for making informed choices of assessment procedures and approaches.

"Considerable debate has taken place concerning whether the purpose of evaluating teaching performance is to help faculty improve their teaching or to rate them for purposes of making administrative decisions about their pay and rank. While these two purposes are quite different, it must be recognized that a well-designed evaluation program can and must serve both of them.

"Most of the time the focus of the evaluation process should be on helping the teacher become more able. Evidence is only needed for administrative decisions at those times when decisions concerning promotion and merit pay need to be made anyway. In general, the more that is known about the instructor's teaching, the better both types of evaluation can be done.

"Whenever teaching evaluation is conducted, there appear to be certain principles that should be followed if the results are to support teaching improvement and/or valid administrative decisions:

1. Multiple approaches should be used. When this is done, the limitations of one method are balanced by the strengths of another, and thus, the fairness of the evaluation is increased. The approaches currently most frequently used in higher education for evaluating teaching performance are (1) systematic student ratings, (2) administrator evaluation, and (3) colleague opinions. Also receiving attention in research literature are self-evaluation and evidence of student learning.

2. The evaluation should be conducted in such a manner as to provide the instructor with information useful for his/her improvement as a teacher. This means, among other things, that the evaluation instrument must relate specifically to the work of the individual teacher, and evidence must be gathered and made available to the teacher at the time when he or she can make best use of it. Assistance must be available to the teacher in working to improve his/her performance. The teacher must have the opportunity to take corrective action when negative information about his/her teaching is revealed. The first thrust of the evaluation must always be to help the teacher be successful; only when it becomes obvious that the teacher cannot or will not teach effectively does the main purpose change.

3. Student participation in the evaluation of a teacher should be designed so that it can be thoughtfully and candidly made. If students are asked to write evaluations during the last few minutes of the last class or when they are tired after completing a final exam, their responses are less likely to be thoughtful, and they may not view the evaluation task as important. Students must believe that some use beneficial to students will be made of the information they provide. One way to demonstrate this to students is to conduct the evaluation during, rather than at the end of, the semester.

4. Some kind of evidence regarding student learning should be gathered as part of the total evaluation of teaching. Teachers often are skeptical about this type of evaluation because of the limitations of existing ways to accomplish it. Nevertheless, since student learning represents what teaching is all about, it seems important to make at least some attempt in this direction. Among possibilities for providing such evidence are (1) student performance on certification or other standardized exams, (2) data on student achievement of course objectives, (3) how student performs in follow-up course, (4) measures of improvement in certain skills, and (5) student self-analysis of what he/she has learned. As long as evidence of this type is used as part of a multiple-measure approach to evaluation, having more evidence on student learning will make an important contribution to the assessment.

5. The total evaluation of a faculty member as a teacher should include consideration of what he or she is doing for his/her own development as a teacher, including attending workshops, redeveloping teaching materials, trying new approaches, seeking help from others, etc. These considerations should include how the teacher is profiting from the evaluations he/she has received.

6. Evaluation approaches in which the teacher interacts with someone else, e.g., a colleague or an administrator, have particular advantages. Having the faculty member and his/her administrator work together on an evaluation often produces a feeling of a team working for improvement."

SAMPLE 11

EVALUATION SYSTEMS

Instructional Improvement Through Evaluation
Spokane Community College
N1810 Green Street
Spokane, Washington 99207

Washington Community College District 17 markets a computer-assisted assessment system, which they developed primarily for the improvement of instruction. Institutions buying into this system gain access to an assessment catalog containing 2,000 assessment questions and 650 student-directed questions, and the data-processing services of District 17.

Staff Development for Vocational Educators
Minnesota Research and Development Center for Vocational Education
University of Minnesota, Department of Vocational and Technical Education
Minneapolis, Minnesota 55455

This total staff development system includes a set of three instruments for the evaluation of instruction for vocational teachers: a teacher form, a student form, and a supervisor form. These instruments are available for purchase and are designed to be optically scanned for computer analysis.

Council of Educators
Temple University, Department of Vocational Education
Philadelphia, Pennsylvania 19122

Designed for use in their inservice teacher training system, the concept of using a council of educators in the evaluation process could be adapted easily for in-school staff evaluation. Basically, the teacher pursues skills via performance-based modules, accumulates documentation, and self-evaluates. When he/she feels competent in a skill, the performance is videotaped, and he/she is evaluated by a trained resource person. Ultimately, the teacher has a portfolio of written and videotaped documentation reflecting his/her skill. A council of educators--comprised of educators at various levels--can then review this thorough documentation and evaluate the teacher's overall effectiveness.

Teacher Assessment Project
University of Georgia, College of Education
Athens, Georgia 30602

As a result of project work over a four-year period, a set of Teacher Performance Assessment Instruments (TPAI) has been produced. The TPAI are designed to determine how well teachers can demonstrate selected general competencies (teaching skills). There are five different instruments in the TPAI: Teaching Plans and Materials, Classroom Procedures, Interpersonal Skills, Professional Standards, and Student Perceptions. After a teacher has been assessed with the TPAI, the resulting data can be consolidated and displayed in graphic form as a performance profile.

Evaluation Follow-up

The administrator/evaluator and the employee/evaluatee should meet to discuss the evaluation process and results, and to develop an action plan aimed at improved performance. The administrator should not be shocked to sometimes find that change on his/her part is also required in order to accommodate employee growth. You should be cautioned not to become a scapegoat for poor employee performance; however, you should also be receptive to the need for change on your part should it be warranted. For example, if an instructor is failing to use a variety of media in the classroom because of a poor system for checkout, use, or maintenance of that equipment, then it is the responsibility of you and your staff to make changes.

Furthermore, the burden is on you to provide adequate staff improvement opportunities if you truly expect the staff evaluation system to translate into improved staff performance. These staff improvement activities can take the form of formal course work, suggested readings, peer visitations, or any other number of various alternatives designed to decrease the discrepancy between what is expected of an employee and the current level of that employee's performance. If you are serious about developing employee potential, you must make a conscientious effort to provide the mechanism to promote this growth.[4] It will not happen automatically. A staff evaluation system, without a corresponding commitment to staff improvement, can only serve to verify that evaluation is a one-shot rating session rather than a developmental improvement process.

Determining, cooperatively, what areas need improvement and what activities will be undertaken to promote that improvement should be the object of the postobservation session. This is the time during which you should, on the basis of your evaluation data, be helping the employee to develop a plan of action with new targets to be met. The guidelines provided in sample 2, p. 37, for the helping conference are applicable here. If the conference is to be productive, active involvement is required on the part of the evaluatee. This is not a time to explain to the employee the error of his/her ways. It is, rather, a time to work together and to determine with the employee what his/her professional development needs are and strategies for improvement.

It should be noted that evaluation follow-up is often one of the most overlooked and underused aspects of staff evaluation. Let's look at an example illustrating this point:

> The vocational education administrator prepares a biannual evaluation report on an office secretary. This report indicates the need for improvement in self-initiative and judgment when prioritizing daily

---

[4] For further information concerning provisions to promote faculty growth, you may wish to refer to Provide a Staff Development Program, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981).

> work assignments, and in being able to complete tasks independently. The vocational administrator discusses these and others aspects of job performance with the secretary. The administrator then leaves the conference feeling relieved about getting through this unpleasant session, and grateful that another evaluation of this employee need not be performed for another five or six months.

The question then becomes, "What has the administrator really accomplished?" Staff evaluation, in this instance, is not designed to make a difference. Rather, it is seen as a chore that must be tolerated in order to comply with organizational guidelines or to "cover oneself" for a possible dismissal proceeding. The administrator did a good job of evaluation; however, without doing a good job of follow-up, there is little value in the process.

Evaluation follow-up is a critical area for both the employee and the administrator. Most employees want to do well. Most are sensitive to criticism and want to rectify conditions that may lead to repeated criticism. These same employees will monitor the administrator's behavior during the postobservation conference. Was the administrator being simply critical, or does he/she really seem to care? Does he/she demonstrate a commitment to supporting and helping--to creating an atmosphere for change?

Clearly, the effective administrator cannot view staff evaluation as a stagnant biannual ritual. It must be an ongoing process--preobservation conference, observation, postobservation conference--of interpersonal involvement aimed at promoting employee growth and change. In order to achieve the desired results, the administrator must provide opportunities for the employee to demonstrate growth and change. This means selecting and assigning specific work tasks, or job targets, designed to build needed skills. The results of these efforts must be carefully monitored, and feedback must be provided to the employee concerning his/her progress. Progress should result in praise, and the need for further improvement should be defined.

Summary Evaluation

You will recall that sample 7 included a section (pp. 67-68) in which to summarize the results of the evaluation process. A summary evaluation should be implemented at least once annually and should serve as a tool for the further development and refinement of subsequent job targets. Staff evaluation, thereby, becomes a continuous, self-perpetuating process.

Of course, not all staff evaluation can be defined in developmental (formative) terms. Employment decisions for continuation of employment, termination, or promotion are an inherent part of any staff evaluation system. Thus, the summary evaluation should be designed to formally document job performance. It should include areas in need of improvement, a listing of recommendations made by the administrator, and ways in which the employee has responded or reacted to these suggestions.

Pragmatically, the ultimate test for all employees is whether or not the organization chooses to retain them within a given work assignment. Obviously, the employee has options too; however, for the sake of this discussion, our attention will be focused on employer-initiated decisions.

It has been established throughout our discussion that the primary purpose of staff evaluation should be to promote the growth and development of each employee. However, it has also been noted that vocational education agencies have a mission--that of educating individuals for the world of work. In order to accomplish this mission, the organization must ensure that staff performance is of a high quality. Decisions, therefore, must be made concerning the adequacy of performance of present staff in relation to the various positions to which they are assigned. These decisions, though difficult to make, are a vital and necessary aspect of the administrator's role in improving the overall quality of the vocational education program.

Most employment decisions are positive. They relate to continued employment, tenure recommendations, and promotions. Even staff terminations do not have to have a negative association, although in truth many do. Ideally, a well-implemented staff evaluation system should make a termination decision a foregone conclusion, equally desirable to all involved, all of whom are intent on the same goal: vocational education of the highest possible caliber.

Let's look at an example of an employment decision-making problem.

> Mary is a second-year farm production management instructor in a secondary vocational education center. Mary just hasn't developed the leadership skills that you feel are necessary to achieve the level of educational program quality that you desire. Although Mary appears to be competent in providing daily classroom instruction, a number of indicators suggest a problem in her overall performance. These include declining student enrollments, two student fights in her classroom, her lack of interest in being involved in curriculum revision and student activities, and poor job placement rates.
>
> On the other hand, you really like Mary as a person. She's a pleasant person, active on the faculty softball team, and devoted to her family. You don't really want to terminate her, so you talk to her one more time, and then issue her a contract for the following year, her third year of teaching.
>
> Mary's third year of teaching comes and goes, and Mary has not improved her work performance in any of the problem areas identified. In this state, Mary is eligible for tenure at the completion of her third year of working in the same teaching assignment. By allowing her to enter into her third year, you now have a situation in which more strictly defined due process procedures must be exercised in order to dismiss Mary from this assignment. Mary is awaiting your decision to make a tenure recommendation to the board. What do you do?

Obviously, you should not have failed to act earlier based on your perceptions of Mary's job performance. Failure to act, within the staff evaluation process, is not as uncommon as one might hope or expect. Administrators must not be lulled into the false belief that it is important, above all, that everybody likes them, or that undocumented conversation, cajoling, and two annual classroom observations are going to be enough substantiation to render an unfavorable tenure recommendation. The result, depending on Mary's perseverance in pursuing her rights, would most likely fall in her favor. Try motivating her to improve after that.

Employment decisions should be a natural extension of the total staff evaluation process. A vocational education administrator should not develop one staff evaluation system based on the need for staff improvement and another based on the need to make employment decisions. A good evaluation design incorporates both. Given a good evaluation design, the following points should be considered when making an employment decision:

- Has the employee been apprised of his or her job function within the organization? Is this information available in writing?
- Has the employee been informed about the staff evaluation process--how it works and why it exists?
- Has the employee been evaluated on a regular basis? Did the employee receive a written copy of the evaluation results? If so, does it include suggestions for improvement? Was the employee invited to discuss the evaluation results?
- If suggestions for improvement were noted, did follow-up occur? Was the employee reevaluated with specific attention being focused on the areas determined to be deficient in previous evaluation reports? Are these reevaluations available in written form?
- Has the employee been honestly and consistently informed about his/her status within the organization? Is this appraisal available in writing?
- Have you done everything within your power to assist the employee in improving his/her work performance? Can you provide documentation of these activities?

If you can answer yes to each of the above questions, you should have an adequate staff evaluation system--one that includes a basis for both staff improvement and employment decision making. Although the emphasis on documentation may appear burdensome, and possibly threatening to the employee, it is essential. A formal record of an employee's work performance should be able to withstand a legal test if employment decisions are challenged.

Unnecessary negative implications, which can result from an adherence to such a formal evaluation system, can be lessened by the administrator through the development of an open and sharing employment environment. Remember, the role of the vocational administrator is to develop an organizational climate that promotes employee growth and change. This intent is not altered by the need to make employment decisions. These decisions should be a logical extension of the staff evaluation process, and no one should be surprised when they are rendered.

Optional Activity

You may wish to locate a variety of existing instruments for use in evaluating staff. These can be located by checking with your resource person, local educational institutions, state department staff, evaluation literature available in the library, and so on. As you review each instrument, ask yourself the following kinds of questions:

- Is this instrument applicable for all staff, or only one or more particular categories of staff?
- Does the instrument cover technical job skills? Organizational compliance?
- How do the instruments for instructor evaluation "define" good teaching?
- Does the instrument reflect a direct concern for staff improvement (e.g., provision for conference notes)?
- Could the instrument be used or adapted for use in your staff evaluation system?

Activity

The following "Case Studies" describe the techniques and devices used by vocational education administrators in two institutions to evaluate staff performance. Read each situation and critique in writing the performance of the administrator(s) described, including the total evaluation system plan, the instruments used, and the implementation of the system.

CASE STUDIES

Case Study 1:

John has recently been appointed to the position of director of vocational education at the area occupational education center. He was selected for this position after a review of twelve final candidates. A factor weighing heavily in favor of John's selection was his apparent interest and experience in developing and implementing a total staff evaluation design. He particularly impressed the selection committee with his vocal concern for instructional effectiveness and his statements concerning the role that staff evaluation can play in effecting positive growth and change.

John began his new assignment by immediately instituting a staff evaluation system that replicated the one that he had used in his prior job. He organized a faculty evaluation committee, which was charged with the responsibility of (1) reviewing John's newly imposed evaluation system, and (2) recommending modifications as necessary. John's instructional staff evaluation system contained four components:

1. Standard observation instrument
2. Job target form
3. Supervisory requirement form
4. Summary statement

John notified the instructors concerning his timetables and procedures for evaluation. He explained the philosophic intent of the evaluation process. He also arranged dates for formal observations. John felt that, since he had initiated activities that both informed and involved his staff, improved staff performance was assured.

What follows is one example of how John actually implemented his design. This example reflects a one-year evaluation effort initiated for Mr. Rodney Braze, a secondary-level welding instructor.

Rodney Braze
Welding Instructor

STAFF EVALUATION
JOB TARGETS

TARGET	ACCOMPLISHMENTS
JOB TARGET 1. To develop a more positive approach with students, treating individual problems singularly with no carry over to other situations. Review of discipline sheets. 2. Complete manifold system for oxy-acetylene welding.	
JOB TARGET 3. Involve students in lessons to a greater extent. Use their input as a teaching tool. 4. Use text in more varied ways to improve background information and participation in class.	
JOB TARGET 5. Redesign time period to utilize mini-lessons rather than concentrated lesson at beginning; evaluate and change system as class progresses. 6. Improve overall cleanliness of shop. Attempt alternative systems for cleaning.	
JOB TARGET 7. Improve language of class; reduce profanity to a minimal level. 8. Spend more time moving around the class checking on student progress. 9. Update craft committee list and hold the two required meetings.	
JOB TARGET	

Rodney Braze
Welding Instructor

STAFF EVALUATION
STANDARD OBSERVATIONAL INSTRUMENT

The Standard Observational Instrument (SOI) is a form which contains a list of criteria having received acceptance by the teaching staff to be used in assessing staff performance. The form also contains an evaluation scale ranging from 10 to 1 with 10 being the highest possible rating and 1 being the lowest possible rating that may be assigned to each observed criteria. A rating of 3 or less is considered unacceptable. In addition, the evaluator will make a comment on each criteria being assessed and will provide a recommendation whenever appropriate. The SOI will be used by the designated evaluator during a scheduled observation in a classroom. The results of the observation will then be used in a post observation session between the evaluator and the evaluatee.

1. **STUDENT BEHAVIOR:** The students' behavior during the observation

(10) (1)
. . . ✓. . . . . . . NA ___

Observation Comments: The students were attentive and responsive during the entire lecture. There were no discipline problems, and students followed along on the handout, taking good long looks at the samples being passed around.

Recommendations:

2. **CLASSROOM PRESENTATION:** Teaching activities that occur within the classroom and reflect the knowledge and use of good teaching processes during the observation

(10) (1)
. . ✓. . . . . NA ___

Observation Comments: Mr. Braze began his lecture with humor that the students could relate to. He distributed packets in which each student completed the diagram by drawing in the weld. All of the students were participating and interested. As each new joint was explained, Mr. Braze passed around an example of the joint and also held it in different angle positions so that the students could see it was the placement of the steel that gave it the name--not the position. Seven overlays and the handouts completed the lecture.

Recommendations:

3. **STUDENT ACHIEVEMENT:** A variety of educational attainment by students and the degree to which learning has taken place during the observation

(10) (1)
. .✓. . . . . NA _

Observation Comments: Evaluation of student learning was done by a quick quiz at the end of the lesson. Most of the students received perfect scores; three failed to meet performance standard of 65%.

Recommendations:

4. **STUDENT/TEACHER RELATIONSHIP:** The quality of the interaction that occurs between the student and the teacher during the observation

(10) (1)
. . .✓. . . . . NA ___

Observation Comments: Students felt at ease with Mr. Braze, but respected his authority. A mutual respect seems to have been established.

Recommendations:

5. **KNOWLEDGE OF SUBJECT MATTER:** Teacher knowledge and understanding of subjects being taught during the observation

(10) (1)
.✓. . . . . NA ___

Observation Comments: Mr. Braze showed complete knowledge of the five basic weld joints.

Recommendations:

Rodney Braze
Welding Instructor

STAFF EVALUATION

SUPERVISORY REQUIREMENTS

	SAT	UNSAT	N/A
1. SAFETY	X		
a. Maintains a Safe and Orderly Teaching Environment		X	
b. Develops and Maintains Safe Work Habits	X		

COMMENTS:

TEACHER	EVALUATOR
	The classroom appears to be cluttered. A rearrangement of benches and work stations should be considered. The room needs a thorough cleaning.

2. COMPLIES WITH PROCEDURES AS DEFINED BY BOARD POLICY, AS DESCRIBED IN THE CURRENT TEACHERS HANDBOOK, OR AS PART OF THE STANDARD OPERATING PROCEDURE AS AMENDED IN THE TEACHERS HANDBOOK	X		
a. Budget Preparation	X		
b. Requisitioning	X		
c. Attendance Procedures	X		
d. Maintenance of Plan and Grade Book	X		
e. Meets Required Deadlines	X		

COMMENTS:

TEACHER	EVALUATOR

Rodney Braze
Welding Instructor

STAFF EVALUATION
SUMMARY EVALUATION CONFERENCE

The following documents:

1. Job Target Component
2. Standard Observational Instrument
3. Supervisory Requirement Component

along with a review of evaluatee's personnel file represent the Summary Evaluation for the academic year

SUMMARY COMMENTS:

TEACHER	EVALUATOR
	Mr. Braze continues to improve upon his performance as a welding instructor. Although Mr. Braze must continue to work on improving the appearance and cleanliness of his classroom, he generally seems to be providing adequate instruction for the students assigned to his program.

Case Study 2:

Muddy Valley Area Vocational School has a comprehensive personnel evaluation program. The program clearly provides for a separation of evaluation for staff development and evaluation for employment decisions. It was developed jointly by the administration and representative members of the staff and provides for employment-related evaluations on a regular schedule. The program provides for specific assessment criteria to be identified by individuals employed in each job category, working under the leadership of an administrator.

The director of the school, Mr. Blakely, is charged with implementing the evaluation program. He is required to provide a written employment-related recommendation to the board immediately following the postevaluation conference. Mr. Blakely distributed the responsibility for the evaluation of all personnel among the members of the administrative team. Mrs. Lockette was assigned the responsibility of evaluating the custodial staff.

Mrs. Lockette first developed an assessment instrument that included the criteria that are common to all custodial positions. She planned to add items specific to each custodial position during her observations. She established an evaluation time line and proceeded with her evaluations. Page 88 shows the assessment instrument that was developed and the performance assessment of one of the custodians, Ralph Strohl.

Throughout the year, Mrs. Lockette observed that Ralph Strohl missed work a total of 17 days due to illness. Fourteen of the seventeen absences occurred on Mondays. In addition, Mrs. Lockette received written reports from seven different instructors regarding the condition of classrooms in Mr. Strohl's assigned area. During the year, Mrs. Lockette had made notes regarding three informal talks she had with Mr. Strohl in relation to his absences from work. In like manner, Mrs. Lockette had similar notes of conferences she had had with Mr. Strohl regarding the unclean classroom reports.

Following the data-collection period, Mrs. Lockette met with Mr. Strohl for a postevaluation conference. She shared her assessment with him and advised him that she would recommend to Mr. Blakely that he be terminated.

CUSTODIAN ASSESSMENT FORM

TITLE OF JOB: Section Custodian

NAME OF EMPLOYEE: Ralph Strohl

EVALUATION PERIOD: From November 1, 1980 through October 31, 1981

DIRECTIONS: Place a check in the appropriate column to indicate your assessment of each criterion. If you check "Disagree," attach documents to support your assessment.

The employee:	Agree	Disagree	Comments
missed work less than five days due to illness		X	See Attached Time Cards
was late for work less than five times	X		
accepts responsibility cheerfully	X		
maintains his assigned storage area in an orderly manner	X		
orders supplies through established procedures	X		
provides for daily removal of trash from all classrooms		X	See Attached Reports
daily dust mops all classrooms		X	See Attached Reports
daily cleans all chalkboards		X	See Attached Reports
daily cleans all restrooms according to established sanitation procedures		X	See Attached Reports
provides other services as requested by the supervision	X		

ADMINISTRATOR EVALUATOR: J. L. Lockette

DATE OF POSTEVALUATION CONFERENCE: November 10

Feedback

Compare your completed written critiques of the "Case Studies" with the "Model Critiques" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same *major* points.

MODEL CRITIQUES

Case Study 1:

John initiated a number of positive steps in instituting a staff evaluation system for the institution. He established a clear goal for staff evaluation--effecting positive growth and change--and communicated this goal to the employees that would be affected. He organized a committee of faculty representatives to review the applicability of his plan to local needs and to recommend changes if needed. The devices he selected appear to adequately measure and promote the goal of improved performance, while also serving as a means for documenting the evaluation process in the event that an employment decision is required. Once the system was established, he notified the instructors concerning his timetable and procedures.

Two areas of weakness can be noted. One is that John seems to have equated *staff* evaluation with *faculty* evaluation, yet the two are not synonymous. John was hired to conduct staff evaluation, which should involve *all* institutional staff (including administrators). John ignored administrative and noninstructional staff and chose to focus only on instructional staff. The second potential weakness is John's single-evaluator system. His system seems to focus on supervisor observation as the only means of evaluation. The system could be strengthened if a variety of techniques were used.

In implementing the evaluation process with Rodney Braze, John started off well. Based on the completed instruments, we can assume that John spent considerable time in assisting Rodney with the development of practical job targets. They are specific and, therefore, should be useful in helping Rodney to work to achieve them. The nature of the targets would suggest that Rodney freely shared his ideas and concerns for self-improvement. Such an interchange of thoughts could only take place in a nonthreatening, open, and honest conference environment. (We are assuming that John and Rodney developed these targets together based on the fact that the directions for this form, as shown in sample 7, p. 55, require the evaluator and evaluatee to cooperatively develop the job targets. If, on the other hand, John set these targets *for* Rodney, then there is a problem.)

Following the preobservation conference, however, John's implementation of the process is less praiseworthy. First, he performed only one, cursory classroom observation of Rodney. The observation concerned itself primarily with the lecture portion of Rodney's class. Adequate time was not allotted to observation of activity transitions and laboratory application. There is also little mention of how Rodney's instructional performance reflected the self-improvement goals described in the job target form. Did Rodney develop a more positive individual approach with his students? Were the students involved in the lesson? Was participation encouraged? Was the class time used efficiently? Did Rodney closely monitor the students during the laboratory phase of his class? In addition, although Rodney's performance was not rated as perfect on most items, John listed no recommendations.

Second, by making and documenting only one observation, John risks the possibility of having insufficient documentation to support any employment decisions that may be made.

Third, there is no evidence that a postobservation, follow-up conference was held. There are no "teacher comments" on any of the forms. Rodney was evaluated; but does he know what the results of the evaluation were? Did he have a chance to self-evaluate? Does he know how much progress he has made toward achieving his job targets at this point? Has he been involved in using this information to set new job targets?

Finally, as with the completion of the standard observation form, the completed supervisory requirements form and summary evaluation form do not relate back to the job targets. Further, the summary document does not, in fact, synthesize the three previous components into a final statement. What has Rodney accomplished during the school year? Where does he stand within the organization? Providing answers to these questions should be a major function of staff evaluation.

John is flirting with the possibility of being labeled as ineffective, or worse. His objectives seem laudable and his system seems workable, but his implementation of that system hints at a lack of commitment. No one will take John's staff evaluation system seriously unless John demonstrates that he himself is serious about its implementation. John needs to pay more attention to some basic principles of good evaluation procedure, specifically:

- Providing timely reporting
- Initiating regularly scheduled observations
- Providing for follow-up activities that promote increased awareness of proficiency and progress
- Reassessing at predetermined intervals

If John truly feels that staff evaluation is important, then he needs to take the time to make it work!

Case Study 2:

There is certainly justification for operating separate staff development and staff evaluation programs so that staff development is as nonthreatening and teacher-directed as possible. However, there is no justification for designing the staff evaluation system solely for the purpose of supporting employment decisions. Staff evaluation must support both employment decisions and staff improvement. By basing the evaluation system only on the need for employment decisions, Muddy Valley is off to a bad start.

However, the planning did involve representative members of the staff and did provide for specific assessment criteria to be identified by the individuals being evaluated. This involvement of staff in the process is a definite strength. Mention is also made of the postevaluation conference, but not of a preevaluation conference. How are goals set? And, if evaluation is only for employment decisions, what goes on at the postevaluation conference? Does the evaluator merely inform the evaluatee of the results of the evaluation and the implications that has for employment? (If Mrs. Lockette's behavior is a valid example, then this is the case.)

It is reasonable and practical for Mr. Blakely to distribute the responsibility for evaluation among his administrative staff. However, the distribution of responsibility does not imply that his job is over. Based on Mrs. Lockette's performance, Mr. Blakely either failed to explain the system adequately to her, or failed to monitor her effort sufficiently to identify the fact that she was not operating effectively.

Mrs. Lockette first failed to involve the custodians in the process of developing the assessment instrument. Where did she get her criteria? From her head? From a job description? The custodians themselves would be the best source of information about what tasks they are responsible for on the job. Further, one does not develop specific, individual criteria during an observation. All criteria should be established before the observation is conducted.

She did establish an evaluation time line, but did she inform her evaluatees of this time line? We have no evidence that she did. In fact, we have no evidence that she at any time met with her evaluatees prior to her implementation of the evaluation process, either to set up goals or inform them about the procedures to be followed.

The instrument--the one and only instrument--is also an indicator of a less-than-perfect system. It does include criteria relating both to organizational compliance and actual job requirements, and space (though not much) for comments. However, we do not know how the form is designed to be used. Is it an observation form, to be completed for each observation made? Or is it an evaluation summary form? Summary of what? Are there other forms to be completed and summarized here?

Furthermore, there are no specific job targets against which to measure performance, no space for recommendations, no space for employee comments (or employee signature to verify that he/she has seen the evaluation), and the only documentation provided for the postevaluation conference is a space for noting the date when it was held. How will the conference proceedings be documented? Looking back, how will Mrs. Lockette remember what went on, what she said, what Ralph said, what was decided? All this becomes especially critical since the ultimate decision made is to fire Ralph. Documentation--extensive documentation--is required to support such a decision.

Evidently there is some documentation: written reports from seven instructors, notes regarding three informal (unplanned?) talks she had with Ralph, and notes of conferences she had with him concerning reports of dirty classrooms. However, we don't know how thorough or formal these "notes" are.

Actually, there is a lot we don't know. For us to decide if Ralph should indeed be fired, we need that additional information. What, for example, are the policies concerning absenteeism? Does an absence of 17 days constitute grounds for dismissal? Can she legally assume that, if 14 of the absences were on Monday, he was not sick? Is there a policy concerning the need for a doctor's note as proof of illness?

Second, we are told that he works cooperatively with others and accepts responsibility cheerfully. How does that make sense if, in fact, he doesn't fulfill his duties, and seven instructors have been so dissatisfied that they took the time to complain in writing?

And, concerning those seven reports, what were the dates of those complaints? Did all seven instructors complain about the condition of classrooms during a single, short period, or were the complaints spread out over the whole year? Did Mrs. Lockette rate those items on the assessment form based only on those reports, or did she spot check the condition periodically herself to verify her rating? We have no evidence that she did any spot checks.

All these considerations are important. We lack information, but so did Mrs. Lockette and, lacking this information, she is probably in a very weak position to defend her recommendation for termination. Based on the evaluation goal, which is to support employment decisions, she has not been very successful. Based on the fact that the evaluation goal should also have included staff improvement, she has been even less successful. There is every reason to believe that her conferences and informal meetings with Ralph were designed solely to give her the opportunity to let him know he wasn't measuring up. His point of view was not solicited. She didn't attempt to find out if there was a reason for his Monday absences that should be taken into consideration (perhaps he's a single parent with baby-sitter problems). She did not make any effort to work out solutions or improvement plans with Ralph. Thus, the goal of the system, and her lack of documentation, have led to a less-than-satisfactory evaluation procedure.

Level of Performance: Your completed written critiques should have covered the same major points as the "Model Critiques." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Implementing a Plan for Constructive Staff Evaluation," pp. 33-80, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

Terminal Objective

While working in an actual administrative situation, evaluate staff performance.*

Activity

As part of your administrative responsibility, evaluate staff performance. This will include--

- developing an evaluation system
- implementing the evaluation effort
- using evaluation data for staff improvement and employment decision-making purposes

NOTE: As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

Feedback

Arrange in advance to have your resource person review your documentation and observe at least one instance in which you are involved with others in the evaluation process (e.g., conducting a planning meeting, a pre-or postobservation conference, or a classroom observation).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 95-97.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating staff performance.

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*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

Name ____________________

Date ____________________

ADMINSTRATOR PERFORMANCE ASSESSMENT FORM

Evaluate Staff Performance

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In preparing for the evaluation effort, the administrator:						
1. developed--with staff input--a written plan for the overall evaluation effort that:						
a. clearly summarizes the philosophy (purpose, frequency) of evaluation............	☐	☐	☐	☐		
b. is consistent with the philosophy of the organization..............................	☐	☐	☐	☐		
c. is compatible with the provisions and terms of staff contracts, union precepts, legal requirements, and so on..............	☐	☐	☐	☐		
d. defines his/her role and responsibilities..	☐	☐	☐	☐		
e. defines, if necessary, the roles and responsibilities of others.................	☐	☐	☐	☐		
f. outlines the general procedures and policies to be followed........................	☐	☐	☐	☐		
g. outlines realistic measures of performance for each staff position....................	☐	☐	☐	☐		

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Exc
2. obtained approval for the plan from appropriate official or governing board.............	☐	☐	☐	☐		
3. ensured that all staff were familiar with the evaluation plan, its purpose, and their roles in the process..........................	☐	☐	☐	☐		
In implementing the evaluation effort, the administrator:						
4. worked with staff members to plan individualized evaluation plans, including:						
a. a description of the skills and attitudes to be evaluated (with consideration given to past evaluations of the staff member's performance)...............................	☐	☐	☐	☐		
b. a listing of the evaluation techniques and devices to be used.....................	☐	☐	☐	☐		
c. a listing of the persons to be involved as evaluators..............................	☐	☐	☐	☐		
d. a tentative time line for evaluations to occur...................................	☐	☐	☐	☐		
5. conducted the appropriate evaluation effort, ensuring that:						
a. a variety of techniques and devices was used....................................	☐	☐	☐	☐		
b. each staff member was evaluated on several different occasions.......................	☐	☐	☐	☐		
c. a variety of data-collection sources was used....................................	☐	☐	☐	☐		
d. a supportive, nonthreatening environment was created insofar as possible............	☐	☐	☐	☐		
e. the evaluation plan was, in fact, followed.	☐	☐	☐	☐		

LEVEL OF PERFORMANCE

In following up on the evaluation, the administrator:

	N/A	None	Poor	Fair	Good	Excellent
6. provided the person being evaluated with immediate feedback after each evaluation.......	☐	☐	☐	☐		
7. used helping-conference techniques to encourage the staff member to self-evaluate and propose steps for self-improvement.........	☐	☐	☐	☐		
8. used the evaluation results to guide staff development efforts and to make employment decisions......................................	☐	☐	☐	☐		
9. kept appropriate records of the evaluation process and results............................	☐	☐	☐	☐		
10. ensured that all evaluation data was kept confidential...................................	☐	☐	☐	☐		

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

ADDITIONAL RECOMMENDED REFERENCES

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Dull, Lloyd W., ed. & comp. *Improving Supervision in Vocational Education.* Columbus, OH: Ohio Department of Education, Division of Vocational Education, 1978. Note especially chapter IX: "Evaluating Teacher Effectiveness."

Gephart, William J.; Ingle, Robert B.; and Saretsky, Gary. *The Evaluation of Teaching.* NSPER: 74. Occasional Paper 18. Bloomington, IN: Phi Delta Kappa, n.d.

Johnson, Charles E.; Ellett, Chad D.; and Capie, William. *An Introduction to the Teacher Performance Assessment Instruments: Their Uses and Limitations.* Athens, GA: University of Georgia, College of Education, Teacher Assessment Project, 1980.

Millman, Jason, ed. *Handbook of Teacher Evaluation.* Beverly Hills, CA: Sage Publications, 1981.

"Research Notes." *Phi Delta Kappan.* 55 (April 1974): 570-573. Contains three reports of research on teacher evaluation, guidelines for employment decisions, and teacher effectiveness criteria.

Rosenshine, Barak, and Furst, Norma. "Research on Teacher Performance Criteria." In *Research in Teacher Education: A Symposium*, edited by B. Othanel Smith. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Ryan, Doris W., and Hickcox, Edward S. *Redefining Teacher Evaluation: An Analysis of Practices, Policies, and Teacher Attitudes.* Toronto, Ontario, Canada: The Ontario Institute for Studies in Education, 1980.

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